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ABSTRACT

This research report demonstrates strategies aimed to improve active listening skills in students, which proposed to increase students' academic achievement. The targeted population being studied consisted of first and third grade students from growing low to middle income communities located in a major metropolitan area in central Illinois. Data gathered from surveys and observation checklists demonstrated a lack of active listening skills in students. An analysis of probable cause data revealed that students lacked active listening skills and techniques. Faculty concurred, with data indicating, the need for active listening instruction. Review of curriculum revealed a lack, or absence, of active listening objectives, lesson designs, and activities. Furthermore, review of the curriculum indicated the lack of concern for listening to be taught as a skill. A review of solution strategies suggested by those in the field of psychology and education, coupled by the data collected in the first and third grade classroom settings, resulted in the implementation of the designed curriculum including activities in which learned listening techniques were utilized. Post intervention data indicated an increase in students' understanding and use of active listening skills. In addition, the possibility of the existence of types of listeners arose. This possibility was supported by comments, attitudes, and preferences of students during the intervention process. Contains 16 references, 28 figures and 4 tables of data. Appendixes contain surveys and survey results for parents, teachers, and students; lesson plans and worksheets; and student drawings. (Author/SR)

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IMPROVING STUDENT ACTIVE LISTENING SKILLS ACROSS THE CURRICULUM

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School of Education in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching and Leadership

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This research report demonstrates strategies aimed to improve active listening skills in students, which proposed to increase students' academic achievement. The targeted population being studied consisted of first and third grade students from growing, low to middle income communities, located in a major metropolitan area in central Illinois. Data gathered from surveys and observation checklists demonstrated a lack of active listening skills in students.

An analysis of probable cause data revealed that students lacked active listening skills and techniques. Faculty concurred, with data indicating, the need for active listening instruction. Review of curriculum revealed a lack, or absence, of active listening objectives, lesson designs, and activities. Furthermore, review of the curriculum indicated the lack of concern for listening to be taught as a skill.

A review of solution strategies suggested by those in the field of psychology and education, coupled by the data collected in the first and third grade classroom settings, resulted in the implementation of the designed curriculum including activities in which learned listening techniques were utilized.

Post intervention data indicated an increase in students' understanding and use of active listening skills. In addition, the possibility of the existence of types of listeners arose. This possibility was supported by comments, attitudes, and preferences of students during the intervention process.

Dedicated To

Our family and friends.
Thank you for your support and encouragement!

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Students of the targeted first and third grade classes display poor listening skills that lend to weaknesses in other areas of learning. A collection of evidence including observation of listening behaviors, assessments regarding listening in academic content, and anecdotal notes about students' progress in active listening indicate the extent of the problem.

Immediate Problem Context

Two schools make up the research context for this study. School A and School B are public elementary schools located on the southwest side of a major metropolitan area.

Site A

School A is composed of grade levels kindergarten through eight, with additional bilingual Polish and Spanish classes, at various grade levels, for categories A, B, and C. Total enrollment at School A is 1,014 This school currently has two regular education kindergartens, three first grade, two second grade, three third grade, three fourth grade, four fifth grade, three sixth grade, three seventh grade, and three eighth grade classrooms The bilingual enrollment makes up 65.7% of the enrollment Special Education enrollment makes up 0.8% of the total enrollment. All grade levels include cross-categorical special education students, with modifications, in the regular education classes The staff at this school consists of 72.5 regular education teachers, two gym teachers, one music teacher, one library teacher, three Polish bilingual teachers, ten Spanish bilingual teachers, three special education teachers, one speech pathologist, one psychologist, one counselor, one nurse, four office aides and/or clerks, one truant officer, one assistant vice-principal, one vice-principal, and one principal

The total enrollment at School A is divided into racial/ethnic background categories including 65.7% Hispanic, 32% White, 0.7% Asian/Pacific Islander, and 0.6% Black Low-income students at School A are from families receiving public aid, living in foster care, are eligible to receive reduced lunch cost, and are students in protective care These students comprise 73.3% of the total enrollment Thirty-four point seven percent of the total enrollment has limited English proficiency That is, they are in need of bilingual services

School A has a variety of services including a pullout cross-categorical special education program and a special-education team teaching program in which students remain in the classroom as the special-education teacher provides guidance to the students in need of services as well as other students in the classroom Volunteer parents provide tutoring assistance, during the school day, to students who need extra practice with particular skills in the curriculum. After school tutoring is provided by teachers for students at all grade levels School A provides students with a science hands-on experience by engaging students in experiments and projects completed in the school's two science labs. The fine arts program includes an upper-grade chorus and all grade level band. An after school social center at school A includes a variety of activities for students to participate in at a leisure or educational level. Female students are encouraged to join the school's Pom-Pon and volleyball teams who compete throughout the region and city. Intermediate and upper grade boys are encouraged to join the school's basketball team.

School A has a multicultural focus with a back to the basics goal implemented through school wide Spelling and Math Bees, Writing Contests, monthly student generated newspapers, cooperative groups and a Read to the Principal program.

The attendance rate at School A is 95.8%. The rate of students who transfer in and out of school A during the school year is 21.2%. The chronic truancy rate at this school is 0%.

Class sizes vary throughout the grade levels at school A from 28 to 36 pupils per class. According to the 1997 school report card from School A, this exceeds the state average of 23 pupils per class. The targeted classrooms currently have an average of 34 students in the third grade and 28 students in the first grade.

Site B

School B has early childhood special education classes and state pre-kindergarten classes for community children ages three to four. There are two speech and language resource classes and one speech center. Sixty students are pulled out of the regular education classes for special services, thirty students receive speech services and thirty-five receive pullout bilingual Polish or Spanish services of categories A, B, and C. In addition to the kindergarten through eighth grade teachers, there are three pre-kindergarten teachers, nine special education teachers, one speech pathologist, four speech teachers, nine school assistants, one counselor, one psychologist, one social worker, one nurse, two secretaries, an assistant principal, and a principal.

Of the total enrollment at School B, 64.3% of the students are White, 23.2% are Hispanic, 7.2% are Black, 5.0% are Asian/Pacific Islander, and 0.3% are Native American. Low-income students at School B make up 49.9% of the total enrollment and 7.3% are listed as having limited English proficiency.

School B has a total enrollment of 697 students. This school currently provides two regular education classes for grade levels kindergarten, second, third, fourth, fifth, sixth, seventh, and eighth. The first grade has three regular education classes. This school also provides an art, music, gym, library, and computer class. There are four self-contained classes including cross-categorical special education students, with fifteen students each. Grade levels for these classes are organized by age.

School B's attendance rate is 94.1%, with 14.7% student mobility, 0.2% chronic truancy, and one chronic truant. This school also has options students, or students who are bused in from other areas in the city. The number of options students is 52.

School B has a "Children First" philosophy with a goal aimed at improvement in academics and technology. To achieve this goal teachers are encouraged to promoted critical thinking, hands-on activities, basic skills, problem solving, and cooperative learning techniques in their classrooms. A computer lab linked to the internet and full multi media center allows students opportunities to grow in their knowledge of technology and communicate with others through the web. School newspapers and yearbooks are among the highlights created in this center. This school has a multicultural fair yearly to promoted unity and develop an awareness of others' cultures and beliefs. An after school program including Rainbows, band, intramural sports, tutoring, dance, and choir provides opportunity for students to discover talents, socialize and develop new interests. School B provides summer school at levels one through eight for at risk students. There is a tremendous support from the parents at this school whose volunteer efforts provides extra funds for students. Parents here have developed a Parent Patrol, class tutoring program, various social events and Math and Science Workshops. School B is joined by a Park District for children in the area, a full playground with park equipment, a newly built two-story field house and in-ground seasonal swimming pool.

Site A and B

School A and B are part of the same district. Average teaching experience for the district is 14.7 years. Teachers with a Bachelor's degree makes up 57.3% of the district and 42.3% have a Master's degree or above. On average, there are 20.3 students per teacher for the district.

Of the 23,523 total number of teachers for this district, 45.7% are White, 42.1% are Black, 9.9% are Hispanic, 2.0% Asian/Pacific Islander, and 0.3%Native American. Gender percentages indicate 24.0% male and 76.0% female.

The average teacher salary for all Unit Districts in which Schools A and B are a part is $40,505 annually. Administrators' salaries average $66,100 yearly. The average operating expenditure per pupil for the Unit Districts is $5,850.

Community

Community A is located in a large midwestern city. The community's population is ever growing and its mobility rate is increasing at a steady rate. There is a strong Hispanic influence in the community. School A's community includes many commercial and industrial buildings within its boundaries. Commercial businesses include a large shopping center, a city college, and major airport. Eighty-two percent is owner occupied. According to the Association of Realtors, homes in the area retail at a median price of $107,000 for 1997. There are a variety of small businesses in the area including fast food, dine-in restaurants, financial institutions, grocery stores, shopping strip malls and medical facilities. Transportation availability in school A's community includes the Rapid Transit Line, Transit Authority, and personal automobiles. Community A has various churches from which worshipers may choose. Religious parishes available to worshipers are Baptist, Christian, Episcopal, Evangelical, Islamic, Jehovah Witnesses, Methodist, Lutheran, and Catholic. There are four park districts that provide sports activities and social events in the area. Community A has various social service offices in the area including three senior housing units and a family social service agency.

Community B is a growing and fairly new area of a large metropolitan area. The west border is a railroad called the Belt Line. This railroad has various sets of tracks running down most of the community's major cross streets. The community is 96% White and 4% nonwhite. Although the community is surrounded on its boundaries by major businesses and industries, it is approximately 97% residential. Because of the newly constructed el train built just east of the community, a variety of new homes, townhomes, condominiums, and apartment buildings are being constructed. Homes in the area retail, for the year 1997, at a median average of $122,000, according to the Association of Realtors. Commuters can travel by car or via Transit Authority. Two main busy streets provide the major businesses in the area including fast food establishments, dine-in restaurants, night clubs, grocery stores, beauty salons, clothing stores, privately owned businesses, banks, and a local post office. A variety of medical and dental offices provide medical care in the area. Community B is serviced by a neighborhood library. Worshipers can choose from seven churches in the area of the Catholic, Baptist, and Lutheran denominations. Four local park districts provide sports and social activities for community residents.

National

According to Armstrong (1998), an educational researcher, students do not participate in active listening because students are not formally taught how to actively listen. This researcher suggests that although most information is collected through the auditory sense, active listening is an art in which many educators have difficulty teaching and many students experience difficulty learning. "It is paradoxical that listening is the easiest way to learn but the hardest study skill to master," (as cited in Armstrong, 1998)

Professionals studying the topic, such as Murphy, Colburn, Weinberg, Kauffman, and Rubin, have found that deteriorating listening skills is caused by the absence of listening education in the curriculum. Listening skills are rarely taught in many schools across the nation as part of the regular daily curriculum. According to Swanson (1998), this lack of listening education stems from a lack of studies that have examined the skill. Much of the active listening research data has been gathered from psychologists, therapists, and major businesses. Murphy (1987) writes that listening ". . . is the single skill that Lee Iacocca believes can make 'the difference between a mediocre company and a good company'." (p. 1). The named researchers, as well as others, have found that people will engage in active listening when it is important to do so, when messages are personally charged, and when there is a need to respond. Research also suggests that the key to becoming a great leader is possessing developed active listening skills. Lucia (1997), in an article researched on leaders and leadership, writes that one of the most important qualities of a leader is being able to actively listen. Poor listening skills affect later aspects of life, such as relationships and job performance. Nichols (cited in Olson, 1997) informs through an interview, "It is one of the most powerful forces in human relationships that enables us to be understood by others and to understand ourselves."

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

There are many types of evidence that the researcher can collect to document the problem. IOWA Basic Skills listening section, student, teacher, and parent surveys, introductory listening lesson to garner already known student understanding of active listening gathered on a K.W.L. (Know, Want to know, and Learned) chart, completing the "K" and "W" sections prior to instruction and revisiting the "L" at a later date, student listening journal entries, and classroom observations are but a few. These data are presented in narrative, table, and/or figure form. An example of these types of presentations follows.

In order to document the extent of students' ability to actively listen results from the IOWA listening section, "K" section of the K.W.L., anecdotal records based on observation, listening journal responses, surveys in which students responded to four questions regarding understanding of active listening and its components, and teacher designed activities requiring students to identify differences between good and poor listening skills were collected over a two week period of time.

Of the 61 primary students including the third (Site A) and first (Site B) grades, 52 students were involved in this process over the two week time period. Participants included 26 students from Site A and 26 students from Site B. Information gathered was tallied and calculated to be presented in graph form via figures and tables. The following pages display these figures and tables with explanations and analysis.

Site A results

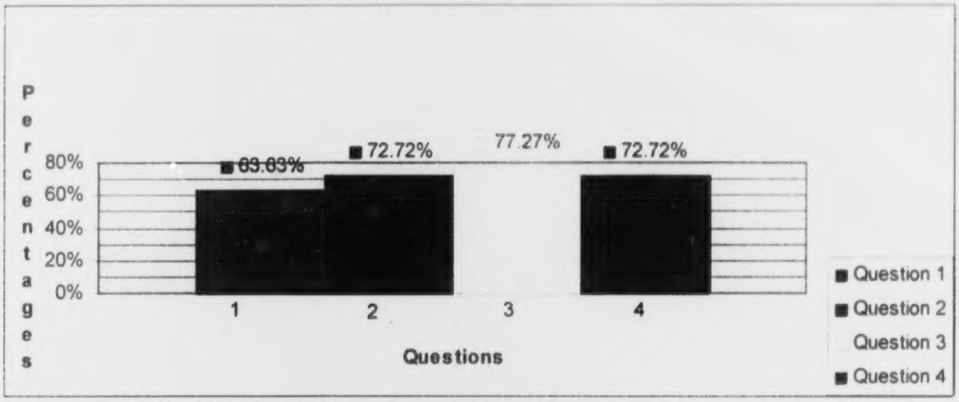

Figure 1. Site A's Parent Survey Results

Figure 1 represents the results gathered from the survey taken by 22 parents of the third grade students from Site A (see Appendix A). Bars indicate the percentages of parents answering "yes" in response to survey questions. Parents were asked four questions regarding their child's listening skills. The first question asked was "Do you think your child has good listening skills?" The second question read, "Does your child only listen when the topic is of personal interest to him or her?" Question three asked, "Do you think your child has learned how to listen?" And lastly, "Do you think listening affects your child's performance and grades?" Percentages from the survey indicate that 63.63% of parents answered "yes" for question one, 72.72% for question two, 77.27% for question three, and 72.72% for question four. Although 63.63% of parents believe that their child is a good listener, little more than a third, 36.37%, believe that their child does not know how to listen. The parent survey reported that 27% of parents feel their child has learned to listen and is a good listener, and this affects the child's performance and grades. However, parents believe their child only listens when it is of personal interest to him or her. One can infer that by responding "yes" my child has learned to listen and "yes" that he or she only listens to what is of personal interest to him or her, supports the lack of knowledge of the true meaning of active listening. In addition, 18% of parents believe that "no" their child does not know how to listen, but will listen if it is of personal interest to him or her. They feel their child needs to learn how to listen and it does affect students' grades. This supports that there is a need for students to be taught how to actively listen. As many as 14% of parents believe that their child has learned to listen, it affects performance and grades, and the child will listen if it interests him or her. As a result of the lack of education or active listening and the percentage of students, these parents believe their child does not have good listening skills.

Out of a class of 35 students, and with duplicate surveys distributed twice to 14 students, 22 parents completed and returned the survey. Students were directed to bring the survey home, ask their parent to complete it, and return the survey the following day. As a possible cause, one may conclude that students did not actively listen in class which affected students' performances to follow through on the directions given regarding the surveys.

Although parents and students were asked not to put their names on the survey, many parents denied their right for anonymity. Several parents wrote their name at the top. Some parents presented the survey in person and were eager to orally explain their answers. Others put their child's name on the survey, resulting in a loss of anonymity. There is a great possibility that parents may have answered based on the teacher's knowledge of the child's listening skills, or to boost their child's credibility on active listening with the child's teacher. Parents who chose to remain anonymous, may also have answered biasly thinking the teacher would read and label the survey when the child returns it to school. In conclusion, the parent survey may have included several biased responses affecting the results.

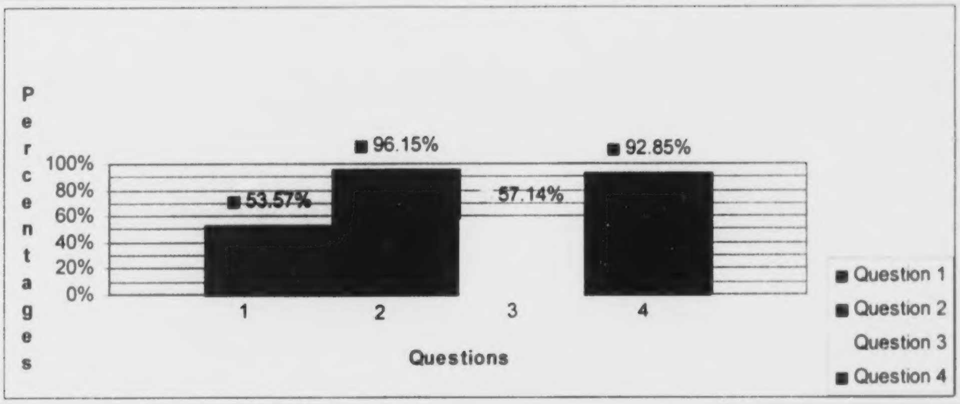

Figure 2. Site A's Teacher Survey Results

Figure 2 shows results of a survey taken by 28 teachers from Site A (see Appendix F). Bars indicate the percentages of teachers answering "yes" in response to the survey questions. Teachers were asked questions regarding their students' active listening skills. The four questions asked were parallel to the questions asked on the parent survey. Question one asked, "Does a majority of your class listen well on a daily basis?" The second question asked, "Does your students' active listening skills improve when the topic is of personal interest to them?" Question three asked, "Do you specifically design lessons to teach students how to be good active listeners?" And lastly, teachers were asked to respond yes or no indicating whether they agreed or disagreed with the statement, "Students who receive good grades and are excellent performers in class are good active listeners." Percentages from the survey report that 53.57% answered "yes" for question one, 96.15% for question two, 57.14% for question three, and 92.85% for question four.

Results indicate that 32% of teachers from Site A reported that their classroom listens well on a daily basis, and that there is a connection between active listening, performance, and grades. However, 25% of teachers reported that they did not specifically teach lessons targeting active listening skills. Therefore, stating and supporting the misconception of active listening being a natural phenomenon. While 40% reported that their class are good listeners, they do not teach listening and feel it has nothing to do with performance or grades. One can conclude the educators at this school believe listening is not an important skill learned in school. One would then have to question if the educators at this site can properly and appropriately define active listening.

While 14% of teachers responded that their class does not actively listen, and they don't teach it, they continue to feel that good listeners are excellent performers in class. Interestingly, although these educators are not teaching listening skills, there are students in their classrooms who are excellent performers and get good grades. This is evident by the listing of students on the Honor Roll. The question arises then, why don't these teachers teach the skill of active listening? This question leads to two concluding questions: Are educators trained to teach active listening? Are educators trained on how to actively listen themselves? Although there is knowledge of active listening being an important skill involved with learning, teachers at this site express that their classes do not listen, and continue to make no effort to teach the skill for success.

Possible biases existed in the teacher survey, as well as in the parent survey. Teachers were concerned with the idea of conforming what is expected of educators. The teacher survey was to remain anonymous, however, teachers were concerned with who would be reading the results, and if this would have any resulting factors in which they would be involved. One teacher admitted orally answering, "I do teach listening to my class, however, it is not very often." Other comments include: "What is this for?" "Does the principal get a copy?" Teaching listening once in a while is the same concept as teaching reading once in a while.

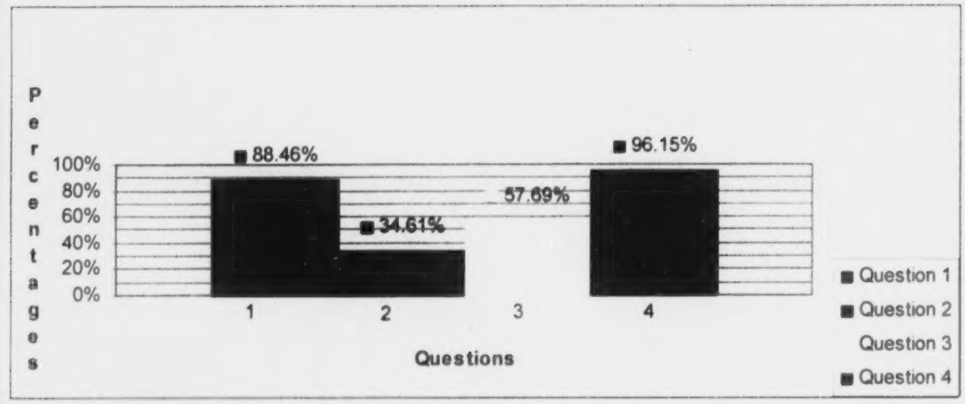

Figure 3. Site A Student Survey Results

Figure 3 shows results of the survey taken from 26 third grade students at Site A (see Appendix K). Question one asked these students, "Are you a good listener?" The second question read, "Do you listen only when it is something that interests you?" Question three asked, "If someone is talking to you and you are not speaking, does that mean you are listening?" Lastly, "Do you think you have to be a good listener to get good grades," was asked in question four. Percentages from the survey indicate that 88.4% of teachers responded "yes" for question one, 34.61% for question two, 57.69% for question three, and 96.15% for question four.

Out of the 26 third grade students participating in the active listening survey, 23% believe that they only listen when it is important to them, with the false belief that they are listening if they are not speaking.

Table 1

K.W.L. Lesson Plan Results of Student Responses From Site A

What do you know about active listening?	What do you want to know?	What have you learned?
a good learner	behave	To be revisited at a later date.
Pays attention	self-control	
gets good grades		
good behavior		
does all his/her work		
a good reader		
listens to mom		
knows multiplication facts		
knows how to add and subtract		
listens to the teacher		

Responses from the "K" section of the K.W.L. (what do we Know, Want to know, and Learned) lesson, Table 1, further supports that students have misconceptions about the meaning and behaviors associated with active listening (see Appendix P). When asked to define active listening, students' responses included, "being a good learner, good behavior, does all his or her homework, is a good reader, knows how to do math." These answers already show that students are making the connection that listening and learning go hand in hand, however, students do not indicate knowledge of having active listening skills or being familiar with the true meaning and characteristics of active listening. When comparing Figures 1, 2, and 3, several commonalities became evident. Parents, teachers, and students were skeptical of anonymity. Many wrote their name, in spite of being asked not to, and chose answers they felt were the "right" answers. After reviewing the parent, teacher, and student survey, all expressed confusion on the definition of active listening.

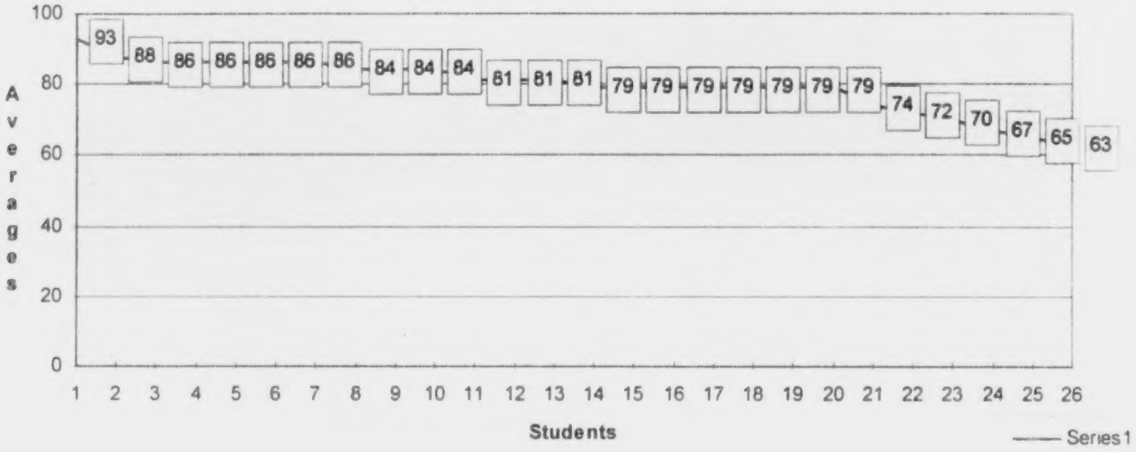

Figure 4. Site A's Iowa Listening Pre-Test Results

Figure 4 shows Site A's results gathered from a Level A IOWA Basic Skills pre-test taken by 26 third grade students (see Appendix S). One student received an average of 93% for a total of three incorrect responses. A score of 88% for five incorrect responses was given to one student, a score of 86% for six incorrect responses was given to five students, three students received 84% for eight incorrect responses, seven students received 79% for nine incorrect responses, one student received 74% for 11 incorrect responses, one student received 72% for 12 incorrect responses, one student received 70% for 13 incorrect responses, one student received 67% for 14 incorrect responses, one student received 65% for 15 incorrect responses, and one student received a 63% for 16 incorrect responses.

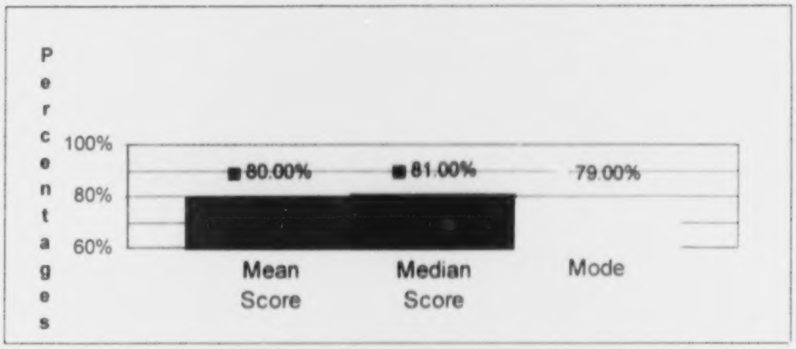

Figure 5. Site A's Iowa Listening Pre-Test Statistical Results

Scores indicate a class mean score of 80%, a median score of 81%, and a mode of 79% as shown in Figure 5. The class average score was only 1 point below the median score and one point above the most frequent score, indicating a majority of students performing similarly on the test.

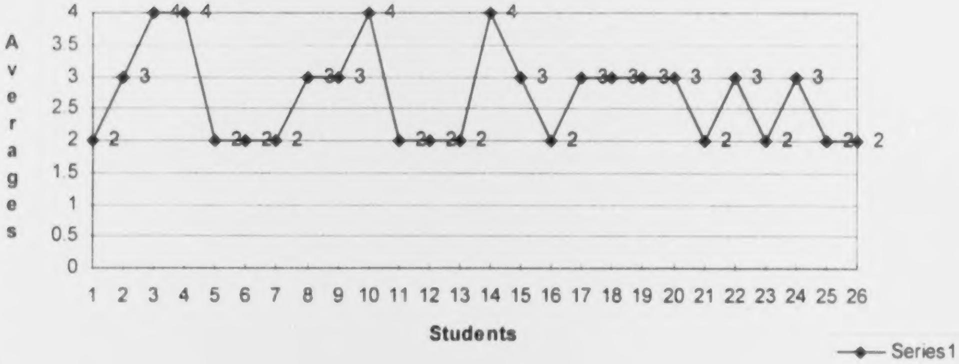

Figure 6. Site A's Listening Daily Journal Entries

Figure 6 shows students' listening journal entry averages gathered from 26 Site A students, recorded over a ten day period (see Appendix X). During the ten day period, students did not begin to receive any active listening instruction. Students received a daily score ranging from zero, the lowest score, to five the highest score. Students listened to a description of a scene created by five items. After the teacher read the five items, the students immediately drew what they remembered through active listening. A little less than one half of the students, 46%, received an average score of two points, more than a third, 38%, received an average of three points, and 15% scored four points. Not one student scored lower than two points or more than four points. Out of the 26 students who participated in completing the active listening journal activities, 24 students, 84%, scored 60% or lower. Students were allotted an adequate amount of time to complete a drawing that consisted of five familiar items and vocabulary, however, a majority of the third grade students from Site A had difficulties in demonstrating active listening skills while completing this activity. This was supported through observation.

Site B's results

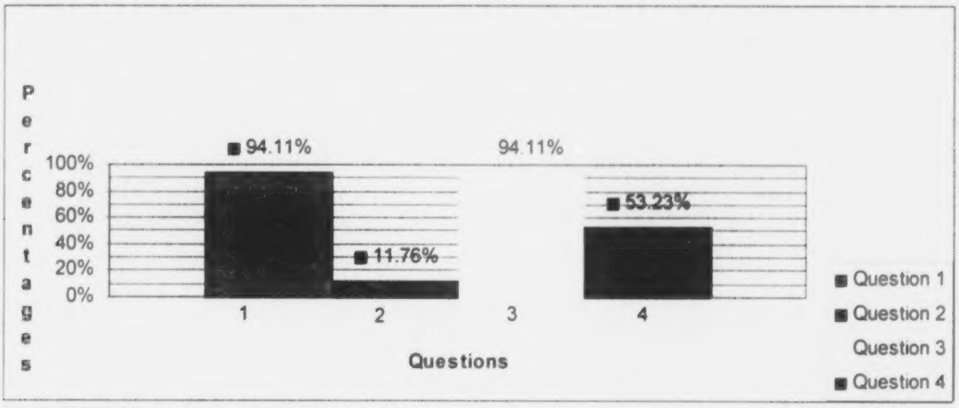

Figure 7. Site B's Parent Survey Results

Figure 7 shows results gathered from a survey taken by 17 parents of first grade students from Site B (see Appendix A). Bars indicate percentages of parents responding "yes" in response to survey questions. The first question asked, "Do you think your child has good listening skills?" Question two read, "Does your child only listen when the topic is of personal interest to him or her?" The third question asked, "Do you think your child has learned how to listen?" "Do you think listening affects your child s performance and grades?" was asked in question four. Percentages from the survey indicate 94.11% of the parents checking "yes" for question one, 11.76% for question two, 94.11% for question three, and 53.23% for question four.

Although most of the parents, 94.11%, believe that their child has good listening skills, only a little more than one half, 53.23%, believe this affects his or her academic performance. Perhaps, the survey could have included a question regarding parents' understanding of the term active listening. A question such as this might possibly have provided insight into why parents believe that their child knows how to listen, but that this learned skill has no effect on school performance. More than one third, 35%, of the parents, in fact, related that although they feel their child has learned to listen, and is a good listener, by responding with a "yes" for questions one and three, they did not feel that these listening skills affect their child's academic performance. Responses from the survey lead to the assumption that parents believe active listening is not related to school, therefore, not taught or in need of being taught. This leads to the conclusion that parents believe being able to actively listening is a natural phenomenon, acquired or already possessed, and not a skill in need of training. Only 47% of the parents felt that a relationship exists between good active listening skills and their child's performance in school. These parents also felt that somehow, be it at home or self-taught, their child has learned to listen. One parent feels that his or her child has good listening skills, and that these affect his or her academic performance, but feels that the child was never taught to listen. Communicating again, that although listening is connected to education, educators are not teaching lessons in active listening. Another parent admitted, through survey responses, that although his or her child does not have good listening skills, and only listens when the topic is of personal interest, this child has learned how to listen, and these skills do effect the child's classroom performance.

Out of a class of 26 students, and distributing the survey twice in an effort to get responses, only 17 parents completed the survey. One can infer that because these 17 parents responded, they are reviewing their child's homework and paperwork coming home nightly. This suggests a concern for their child's academic development. Being concerned may influence the child's behavior at home, resulting in a child with similar concerns and attitude toward achievement. A parent who wants his or her child to be successful in school and observes his or her child displaying obedient behavior and effort, may assume his or her child is also a good listener.

Uncertainty about anonymity may have influenced parent responses. Although the survey cover letter stated that all surveys were anonymous, some parents still felt the need to put their child's name on the survey. Some parents hand-delivered the surveys. Regardless of anonymity, parents understood that their child's classroom teacher was going to review responses. This possibly affected parent responses.

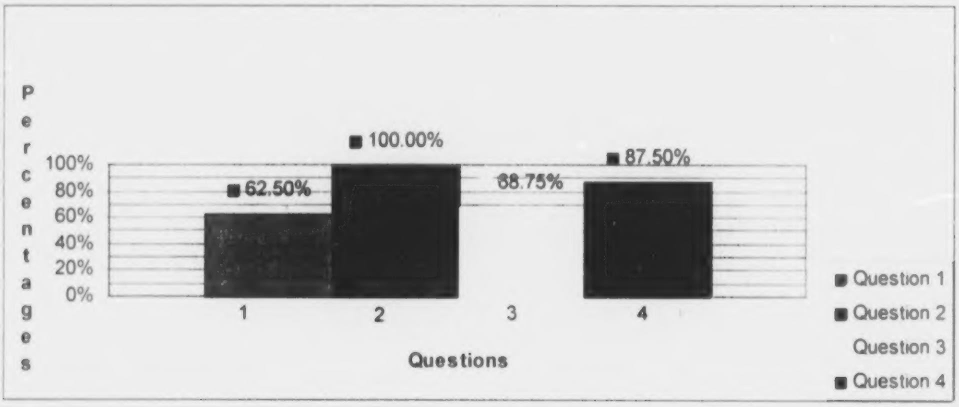

Figure 8. Site B's Teacher Survey Results

Figure 8 shows results of a survey taken by 16 teachers from Site B (see Appendix F). Question one asked, "Does a majority of your classroom listen well on a daily basis?" The second question read, "Does your students active listening skills improve when the topic is of personal interest to them?" Question three asked, "Do you specifically design lessons to teach students how to be good active listeners?" "Students who receive good grades and are excellent performers in class are good active listeners," read the fourth statement with which to agree or disagree. Percentages from the survey indicate 62.5% of the teachers responded "yes" for question one, 100% for question two, 68.75% for question three, and 87.5% for question four.

While results indicate almost one half, 37.50% of teachers believe their students do not listen well on a daily basis, only 18.75% more than one half revealed that they teach lessons specifically designed to improve students listening skills. As with the parents' surveys, however, there was no question on this survey for teachers to communicate their definitions of active listening. Therefore, teachers may believe they are designing lessons to teach active listening skills, but may, in fact, be creating lessons which just happen to require students to listen, or hear, during the lesson, and not to actively listen by responding verbally or non-verbally. One teacher stated while returning the survey, "Every teacher teaches listening all day long. We are always telling students to listen while we teach." Another teacher, who checked a "no" on her survey for question one asking if students listen well on a daily basis and a "yes" for question three asking if she teaches listening, stated, "I'll be very surprised if all the surveys do not look like mine." Only 25% of the teachers responded yes for both questions one and three relating that their students listen well and they teach active listening lessons. Thirty eight percent of the teachers communicated that although they teach active listening lessons, their students do not listen well on a daily bases. From these percentages, one can conclude that either these lessons are ineffective or teacher definitions are misconstrued.

While 38% of teachers checked "yes," their students listen will, the same 31% also revealed that they do not teach active listening in the classroom. One can assume this means that these teachers think active listening is an automatic response, such as seeing or hearing, and not a subject area in and of itself in need of systematic teaching or training. Interestingly, although these teachers believe that their students are good listeners, but do not teach active listening, they have identified their highest achieving students as being good active listeners. These teachers answered a "yes" for question four. This question asked if good active listeners are excellent performers in class. Surprisingly, 19% of the teachers did not feel that good active listeners are high achieving students but, yet, these same teachers indicated that they do teach active listening. This creates confusion. Why would a teacher teach active listening skills if he or she did not think it would contribute to students academic successes?

Biases existed in the survey design, possibly swaying answers to be a little less than truthful. Even though the surveys were anonymous and returned by being placed in an office mailbox, some teachers still reported being uncomfortable answering questions honestly. One teacher reported, "Whether my answers are true or not, I would look like a good teacher if my answers were any different than 4 yes responses."

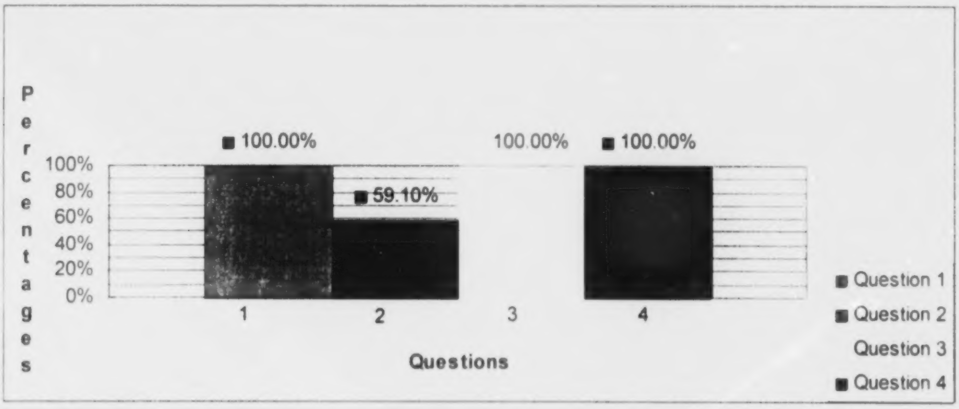

Figure 9. Site B's Student Survey Results

Figure 9 shows results of a survey taken by 22 first grade students form Site B (see Appendix K). Question one asked, "Are you a good listener?" The second question read, "Do you listen only when it is something that interests you?" With question three, students were asked, "If someone is talking to you and you are not speaking, does that mean you are listening?" "Do you think you have to be a good listener to get good grades?" was asked in question four. Percentages from the survey indicate 100% of the students answered yes for question one, 59.10% for question two, 100% for question three, and 100% for question four. Out of the 22 first grade students participating in the active listening survey, all felt that they were good listeners. However, two thirds, 59.10%, admitted that they only listen when the topic is of personal interest. These percentages reveal that students are unclear of the meaning of active listening. The survey further indicate that students believe listening is something you only do when you want to and not a skill to be learned and used to garner information of all sorts as related through various sources throughout the day.

Table 2

K.W.L. Lesson Plan Results of Student Responses From Site B

What do you know about active listening?	What do you want to know?	What have you learned?
good	How can you be a good listener?	To be revisited at a later date.
do your work		
bring your supplies		
watching		
not talking		
staying in your seat		
bringing school supplies		

Table 2 responses from the "K" section of the K.W.L. lesson, further support the inference that students' definitions of active listening are somewhat distorted (see Appendix P). Students' responses, when asked to define active listening, included, "Do your work, bring your supplies, watching, not talking, and staying in your seat." Responses from question three also indicate students' unclear understanding of active listening. All of the students, according to question three responses, believe that not talking is active listening. These students feel just because they are silent, they are listening. Every student believes that good listeners get good grades. Students, therefore, in the classroom who are trying to get good grades, are then attempting to attain this goal by remaining silent and for 41% of the class, only when the topic is of importance. This related to the teacher, that if the instructor wants his or her students to learn, he or she not only should relate the material to topics of students' interests, but also teach usable and interesting active listening skills.

When comparing Figures 7, 8, and 9, several commonalities became evident. All surveys contained biases because of skepticism with anonymity. Some participants, although were told that the surveys were anonymous and had no space to provide a name, still felt uncomfortable being honest for fear of being judged poorly in their roles as parent, teacher, or student as a result of these honest responses. Percentages did reveal, however, that confusion exists amongst all three groups with the definition of active listening. All three groups of participants also communicated an awareness of an absence or lack of active listening skills. Furthermore, a percentage of the participating groups do not believe a connection exists between active listening and the education process.

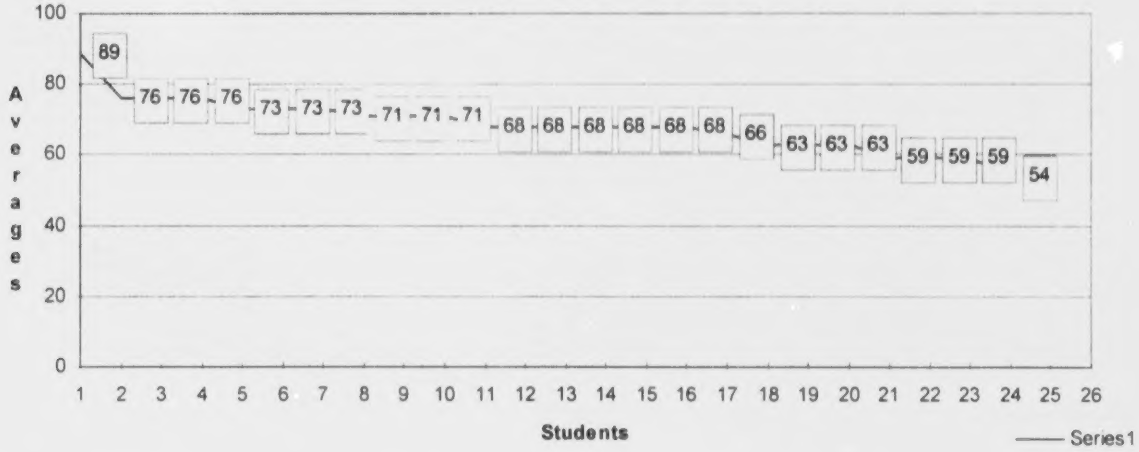

Figure 10. Site B's Iowa Listening Pre-Test Results

Figure 10 shows Site B's results gathered from a Level A IOWA Basic Skills Pretest taken by 24 first grade students (see Appendix S). One student received an average of 83% for a total of seven incorrect responses. A score of 76% for ten incorrect responses was given to three students, a score of 73% for 11 incorrect responses was given to three students, three students received 71% for 12 incorrect responses, six students received 68% for 13 incorrect responses, one student received 66% for 14 incorrect responses, three students received 63% for 15 incorrect responses, three students received 59% for 17 incorrect responses, and one student received 54% for 19 incorrect responses.

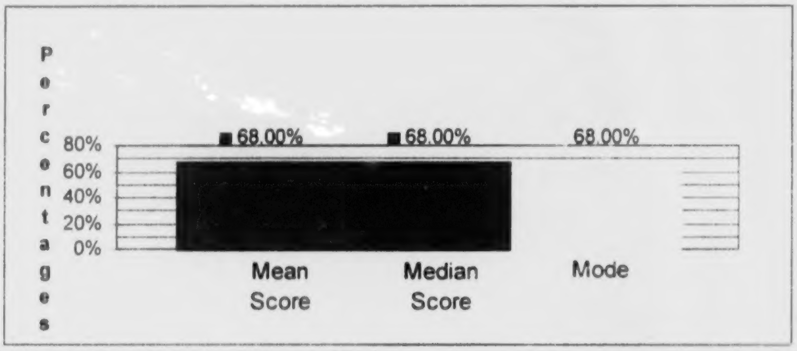

Figure 11. Site B's Iowa Listening Pre-Test Results

Scores indicate a class mean score of 68%, a median score of 68% and a mode of 68% as shown in Figure 11. The mean, median, and mode are all the same, indicating that more than half the students, 14 out of 24, 58%, scored at average or below. The other 42% of the class scored only slightly above this, with three scoring three points higher, three scoring five points higher, and only one out of 24 scoring 13 points above average. When compared to the grading scale for the public school system in which Site B is a part of, the mean, median, and mode percentages are equivalent to a letter grade of "F" which is recognized in Site B's district as a failing grade. Fourteen students, 58%, of the class received a score of 68% or lower. Six students, 25%, received percentages with an equivalent letter grade of "D" with three students scoring 71% and three students scoring 73%. Four students, 17%, scored above 73% having an equivalent grade of "C" which is defined on Site B's school report card as average. Three of these students received a 76% and one a score of 83%. None scored above 83%.

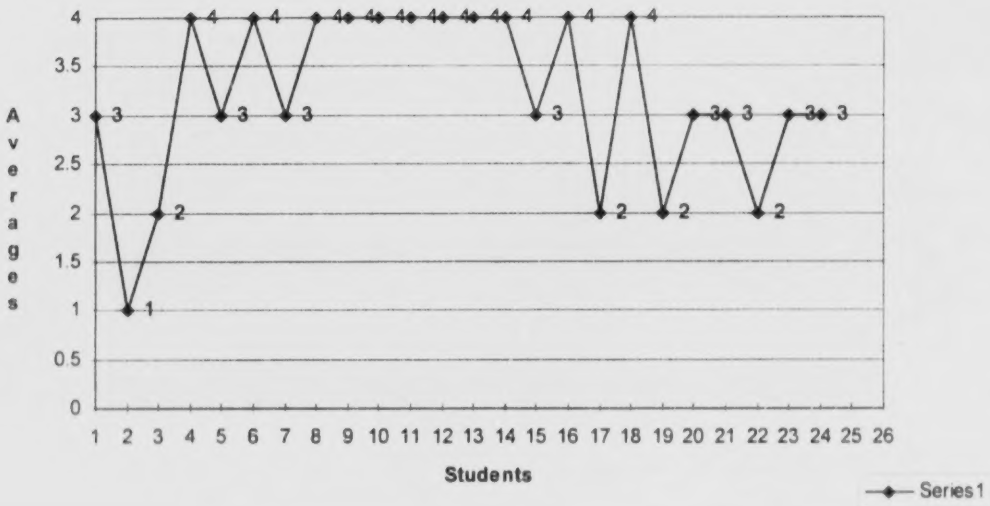

Figure 12. Site B's Listening Daily Journal Entries

Figure 12 shows student listening journal entry averages gathered from 24 Site B students, recorded over a ten day period, before receiving any active listening instruction (see Appendix Y). Students received a daily score ranging from zero, the lowest score, to five, the highest score. Students listened to a scene created by five items. After the teacher read the list of five items comprising the scene, students immediately drew what they remembered through their ability to actively listen. As with the IOWA Pretest results, more than 54% of the students received an average score of three or lower. Four students, 17%, were able to draw an average of only two items and one student, 5%, was able to draw an average of only one item. Although 11 students, 46%, were able to draw an average of four items, none were able to draw an average of all five items, even though items were all related, included vocabulary that was familiar to all, and were said at a moderate rate with adequate drawing time provided.

Probable Causes

An analysis of the problem statement identified in chapter one supported by information gathered from the IOWA Basic Skills listening section, student, teacher, and parent surveys, K.W.L. introductory listening lesson, student listening journal entries, and classroom observations are possible sources of data. Through information provided by research and results garnered from data gathering tools the question regarding reasoning for lack of active listening skills in the classroom proposes to be revealed.

Upon reviewing the context, it has become evident that there is a misunderstanding of the definition of active listening amongst parents, teachers, and students alike. To determine if this impacts the lack of active listening skills in the classroom, questions arise about the attitude, behavior, and training of those involved in the active listening process. Do educators, parents, and students understand the difference between hearing and actively listening? Do educators, parents, and students believe that active listening is a skill or compilation of skills that need to be taught? Are teachers designing lessons that specifically teach active listening skills? Are students able to identify active listening skills within lessons? Do teachers have opportunities to be in-serviced on active listening teaching strategies? Do Language Arts programs provide lessons and/or directives to teach active listening skills?

Before we begin our math lesson, Our ice cream party will take place on Friday.
Let's begin our math lesson.
2⟌10
Steps
1. ÷
2. x
3. −
4. bring down
Can you name the steps?
2⟌10
Steps
1. ÷
2. x
3. −
4. bring down
Chocolate Vanilla, & Strawberry!
What did I just SAY!?
I don't know. You weren't listening either?

Historically, people have had difficulties participating in the art of active listening. As early as 1579, Saint Teresa of Avila recognized the need for developing active listening skills and identified self-absorption and lack of empathy as reasons for underdeveloped active listening skills (Peers,1950). Since this time others have studied the art of active listening and its components, including professionals in the fields of psychology, education, and business. Wolf, Marsnik, Tacey, and Nichols (1983 p.V) concur, "The astonishing fact is that listening, by far the most used process of human communication, has been almost completely neglected for over 19 centuries." Active Listening has interested people throughout the years and has been defined in a variety of ways. Although active listening had been studied, little connection existed between skills involved in active listening and evidence of these skills being taught or used in the classroom. The teaching of active listening did not have a place in the classroom curriculum. As the connection started becoming evident in the early sixties, professionals began to see active listening skills as those in need of development. Sam Duker (1966) wrote, "Until recently little thought has been given to the importance of training the audience to listen effectively," (p. 9). The need to develop this skill continues to exist today and is evident in relationships, the work place, and in classrooms.

> Refereeing arguments between intimate partners, coaching parents to communicate with their children, and struggling myself to sustain empathy as my patients faced their demons ultimately has led me to the conclusion that much of the conflict in our lives can be explained by one simple but unhappy fact: we don't really listen to each other. (Nichols,1995, p.1)

Research makes a clear distinction between real "active" listening and the popular misconceived notion of what constitutes good active listening skills. Rubin (1990) states that, "Listening ability is not a matter of intelligence. Some intelligent people are efficient listeners; some are not. Efficient listening is a result of training," (p.41). Although many teachers and students alike falsely believe that active listening is simply being able to hear information, a more formal definition has been acknowledged by experts studying this topic, in which the "active" has meaning. Hennings (1992) reported, "To listen is not just to hear, it is the active construction of meaning from all the signals, verbal and nonverbal a speaker is sending." An individual needs to process the information and offer some sort of feedback that consists of a verbal or nonverbal response. "Listening is the active aural intake of language. The listener is involved in decoding and interpreting a message from the speaker," (Rubin, 1990, p. 53). When one is able to critically listen, and process information, critical thinking can begin and true understanding and learning result.

Upon reviewing the literature on active listening, several possible causes became evident. Psychologists, business leaders, and educators agree that major contributing factors causing underdeveloped active listening skills include: (a) teacher and student misconceptions of active listening, (b) lack of teacher training and curriculum to teach active listening skills, and (c) the lack of development and use of active listening skills by people in general and students in particular. These categories of causes were supported by classroom observation.

The first cause supported by research indicates a misunderstanding of teachers' definitions of active listening. According to Rubin (1990, p.5), "The language arts are listening, speaking, reading and writing." Teachers' misconceptions of active listening stems partly from the belief that listening is a natural phenomenon. It is assumed that people listen naturally in much the same way people touch, taste, see, and smell. Wolf, Marsnik, Tacey, and Nichols state that, "Such reasoning suggest that, because we daily take part in many listening situations, we will daily become more efficient listeners. Unfortunately we may very well be practicing and reinforcing faults rather than skills." (1983, p.28). "Listening is not an automatic response. It is a mental process that demands a decision to listen," (Kaufmann, 1990 p. 41). Duker believes that educators often fail to recognize that although hearing is a sense many are born with, listening is an art that needs to be developed through skill training.

> Those who were skeptical did not particularly object to the idea that listening was important but felt that the ability to listen was one that was either inborn or acquired naturally and required no formal instruction. Listening was equated with hearing or at best, with attention (Duker, 1966, p.10)

In addition to teachers' misconceptions of active listening, many students also have a distorted idea of what active listening is. Misconceptions lend to unsuccessful listening practices. In an article written by Jalongo, (1995) when asked to describe what it means to listen, students responded in a variety of ways:

> A 1st grader said that being a good listener/student means that you don't talk, a 3rd grader said that a bad listener is someone who is confused and has to ask for help and a 5th grader said that good listeners do well on the test and do things correctly.

Unsuccessful practices such as those described in Jalongo's article become habitual and continue on into adulthood and as Wolf, Marsnik, Tacey, and Nichols report, "If we have not learned specific listening skills through experience or training, then our ability to listen will be limited no matter what our intelligence," (1983, p. 25). Classroom observation supports students' misconceptions of active listening.

The second cause of the lack of active listening skills in the classroom is the absence of teacher training and active listening instruction in the regular education curriculum. According to Wanner (cited in Jalongo, 1995), ". . . much of the listening expected of students is simply following directions or gathering facts; the ability to listen critically is far down the American Public School's practical list of priorities." Educators, because of their misguided understandings of active listening do not teach active listening skills in the classroom. Wolf, Marsnik, Tacey, and Nichols (1983, p. V) state, "The widely accepted assumption has been that learners receive so much daily practice in listening that formal training is unnecessary." A portion of the problem stems from the lack of teacher training in the art of active listening. This lack of training hinders educators' abilities to design appropriate lessons for teaching students the skills involved in the active listening art. Cunningham (1990), director of the Institute for Educational Research states, "Listening is one of those skills that tends to be overlooked in most teacher training and staff development." Because of this lack of teacher training, educators do not have the tools or resources in which to teach active listening skills, so these skills remain untaught. This creates a cyclical pattern of non-listeners, in which untrained listeners grow up to be untrained adults who do not have the skills to teach the next generation.

Students' ability to actively listen is directly related to academic achievement. Barnes (1996), suggests that, listening skills " . . . contribute significantly to children's learning to read, and later becoming confident learners." Classroom observation indicates that students hold the false belief that remaining silent in their seats is active listening. As stated by Wolvin-Coakley (1998), "There is . . . interaction between critical thinking and critical listening." One who has difficulties listening actively will inevitably have difficulties when attempting to think critically.

The final cause of ineffective active listening is the inability of students to make sense of information being heard. Rubin (1990, p. 53) explains that "Listening is the active aural intake of language. The listener is involved in decoding and interpreting a message from the speaker." Messages often times get lost in translation for a variety of reasons. One thinks at a much faster rate than one listens, and according to Wolf, Marsnik, Tacey, and Nichols (1983), this " . . . rapid speed of thought creates a disadvantage of distraction," (p. 155). These authors suggest that speakers speak at a rate of 120-180 words per minute, while the mind processes thoughts at 400-800 per minute. This allows for extra thinking time needed to process messages but often resulting in the listener drifting into personal thought rather than listening to the speaker. Students, in many situations, do not make a mental connection to what they hear, therefore losing pieces of important information, resulting in an incomplete understanding of the message.

Jalongo (1995), explains that, "Listening involves the reception and processing of incoming data." Classroom observation indicates that students tend to listen to what they feel is important. Usually what is important is what is personally related to the listener. This selective listening is blamed on the inability to concentrate on what is said. According to Kaufmann (1990), "Lack of concentration is one of the most important listening barriers and this lack of attention or concentration is subsequently affected by time, and by internal and external distractions,"(p. 85). The listener may be trying to listen to the speaker, but challenged with a problematic or exciting phase of his or her life which consumes a great deal of thought. Under these circumstances, the listener may be trying to focus on the message being sent, but drifts in and out of internal messages throughout the delivery. This creates a received gaped message in which the listener misses important information. According to Wolf, Marsnik, Tacey, and Nichols (1983) in another situation, a student may be trying to listen to a speaker, but receives a distorted message because outside distractions in or outside the classroom are taking place. The listener, in this case, may construct a confusing blended message of the information from the speaker combined with that of the external distracting noises.

Chapter Three

The Solution Strategy

Literature Review

Before we begin our math lesson, our ice cream party will take place on Friday.
Let's begin our math lesson.
2⟌10
Steps
1. ÷
2. x
3. −
4. bring down
Can you name the steps?
2⟌10
Steps
1. ÷
2. x
3. −
4. bring down
1. ÷
2. x
3. −
4. bring down ice cream
Very good! Nice job.
I like division with ice-cream!

Upon reviewing the literature written on the art of active listening, several possible solutions to developing and strengthening active listening skills surfaced. These solutions were twofold, including verbal and nonverbal techniques for the listener, and for the speaker. These strategies created two categories, those for the teacher as listener and speaker, and those for the student as listener and speaker. Research further suggested that a link exists between using these techniques to improve active listening skills and academic success. Armstrong (1997-98) states that " the student who listens is the student who learns, because listening, above everything else, makes the task of acquiring knowledge easier."

According to Rubin (1990), "The key to improved comprehension are preparing to listen; detecting conveyor's pattern of organization; selecting and utilizing the most appropriate notetaking system," (p.74). By acquiring skills for active listening, one is able to detect the speaker's organizational pattern and is then able to notetake, be it written or mental.

Several suggestions are offered to educators to teach active listening skills. Perhaps the most obvious of these is modeling active listening behavior. "Actually students' attentive involved listening depends considerably upon teacher behavior: modeling good listening habits," (Jalongo, 1995). In this way, children learn to listen vicariously. Students see what good listening is rather than simply being told how to be a good listener. This, in some ways, is more powerful because students are then able to imitate and experience first hand, as a speaker, how active listening responses are communicated. The Self-Help Network of Kansas (1998) suggests that when modeling, teachers should remember to use nonverbal messages such as making eye contact, nodding, and being attentive. Nichols (1995) informs that teachers, ". . . show interest and attention by maintaining eye contact, smiling with pleasure or frowning with concern, and making little interjections like 'uh-huhs' and 'really,'" (p. 120-121). Verbal techniques should include questioning, reflecting, and summarizing.

The research offers another suggestion for the speaker to make the listening process easier for his or her audience. Colburn and Weinberg (1976) offer a technique in which the speaker adjusts his or her message depending upon the listening audience's response. "It is a process that is situational-responsive, that is to say, feedback calls for immediate adjustments as dictated by the respondents within the situation," (p. 25). Adjustments are made as seen necessary by the speaker in an effort to keep the listener's attention. The speaker looks for signals from the listener, be they verbal or non-verbal. As the speaker is talking and watching, the style of delivery changes to pull the listener back into the understanding of the message.

"The second problem in learning to listen arises from lack of associated control," (Armstrong, 1998). Students attend to what interests them. Although teachers cannot always present material of personal interest, they can make the material sound more intriguing through the use of intonation. Voice adjustment, while speaking, adds variety to verbal messages, holding the attention of the listener. However, the speaker's voice must match the speaker's facial expressions. That is, the words may be sending a message of calm reassurance, while the gestures, facial expressions, and tone of voice are sending messages of concern and anxiety (Kauffman, 1990). A voice and facial expression match avoids a confusing dual message for the listener and allows for a clear delivery of information enhanced by variation in sound.

A third suggestion involves design of a listening curriculum, complete with lessons and activities that specifically teach active listening skills. Such activities should include practicing listening for cues signaling important information, tape-recorded stories, partner art, vocabulary descriptions, imagining and drawing, and images presented through verbal messages. Others include interviewing, journaling, reenacting, and acting out. Research suggests teaching students how to actively respond during the lessons to demonstrate that they are truly listening. These taught techniques should be used often so that active listening responses become automatic.

There are several habits a student must acquire before becoming an active listener. Kauffman (1990) relates that "The listener's primary responsibility is attending, decoding, and understanding the message, but just as the speaker does some listening while speaking, so the listener plays a dual role and is simultaneously sending messages - giving feedback - while listening," (p. 20). Students must possess a willingness to listen. This is a difficult task because it requires self-discipline. It is what Armstrong (1998) refers to as " . . . listening between the lines." The task of the student is to first drown out all other sounds, create mental images of what the speaker is saying, and focus on the information being presented. According to Kevin J. Murphy, (1987) listening " . . . begins when one hears or observes what is being said, continues as one stores and correlates the information, then begins again with one's reaction," (p. 11). Students need to be aware of their roles in the active listening process. They need to be aware that as the speaker delivers a message, students need to do something in response. Suggestions for completing this task include creating mental images, mental summarizing, and predicting the speaker's next words. Colburn and Wienberg (1976) explain that, "If, in fact, the units of the speech can be seen in advance of their actual presentation, the categorization process which is at the base of cognitive structure is made more efficient," (p. 33). Then, students should signify that active listening is taking place either by sending verbal or nonverbal messages. Practicing these techniques helps the student avoid "False listening" (Public Management, 1997), when the listener is pretending to listen by maintaining silence and eye contact. Research warns, however, against over predicting and not listening to the message in its entirety. Clarification should be requested by the student to avoid any misinterpretations.

Project Objectives and Processes

As a result of learning active listening techniques and applying these skills throughout the curriculum, during the period of September 1998 to March 1999, the first and third grade classes will be skilled in the art of active listening as measured by lesson results, daily journaling, and IOWA Basic Skills Listening practice section.

In order to accomplish the project objective, the following processes are necessary:

1. Students will be taught various active listening techniques and associated gestures.
2. Materials that promote development of student listening skills will be created.
3. Projects and activities, including the multiple intelligences, will be designed to foster development of students' listening skills.
4. Student listening journals will be used to monitor daily progress of listening skills development.
5. An action plan will be included in the regular education curriculum to enhance student active listening skills.

Project Action Plan

Week 1

A. Distribute parent consent form

Week 2

A. Administer listening section of the IOWA BASIC SKILLS standardized test to gather base-line data

B. Distribute parent, teacher, and student surveys to garner information regarding the knowledge and/or attitude of active listening extended by those mentioned.

Week 3

A. Teach K.W.L. (What do you know? What do you want to know? What have you learned?)

lesson to introduce active listening.

B. Distribute and teach active listening poem and active listening journals.

1. Decorate journal using poem and poem icons.

2. First student journal entry drawing the listening skills taught to the character in the book read during the K.W.L. lesson.

Week 4

A. Daily listening journal entries before being taught any active listening skills.

1. Journal entries will include five items that form a different seen each day.

Week 5

A. Partner listening lesson, "A Surprise for Boris."

1. Students will practice the active listening skills restating and focusing.

B. Continue journaling.

1. Before journaling students will practice listening poem.

2. Listening journal entries for week four will require partner listening in which students will have to restate and focus before responding in their journals.

Week 6

A. Fishbowl lesson

1. Identify bad and good listening habits

Week 7

A. "Listen to These Mix-Ups!" lesson

1. Using questioning and body language, students will work in groups to complete a language arts, phonics, lesson

B. Continue poem practice and partner daily journaling

Week 8

A. Fishbowl review.

1. Identify bad and good listening habits.

Week 9

A. "I'm Listening!" lesson.

1. Students will learn and practice new listening skills, I'm listening cues and facial expressions and review previously taught skills, restating and focusing, while working in groups.

B. Daily listening journals.

1. Practice listening poem.

2. Respond to new listening activities using the four taught active listening skills.

Week 10

A. Fishbowl review lesson.

1. Identify new active listening skills and the absence of these skills.

B. Continue new journaling and listening poem.

Week 11

A. "A Baking Disaster!" lesson.

1. Students will learn the active listening skills, agree/disagree statements and silence while working in groups, during an activity.

B. Practice listening poem and respond to new journal activities.

Week 12

A. Fishbowl review lesson.

1. Identify new active listening skills and the absence of these skills.

B. Continue new journaling using new and previously taught skills and listening poem.

Week 13

A. "Oh Say Can you Hear that Game?" lesson.

1. Students will learn new active listening skills, responding and eye contact, and practice these with previously taught skills while working in groups.

2. Interpersonal, intrapersonal, visual/spatial and verbal/linguistic will be the targeted intelligences.

B. Practice poem and respond to new active listening journal activities.

C. Teacher made active listening test.

Week 12

A. Fishbowl review

1. Identify new active listening skills, previously taught skills, and the absence of these skills.

B. Continue poem practice and daily active listening entries.

C. Teacher made active listening test.

Week 14

A. Fishbowl review lesson.

   1. Identify new active listening skills and the absence of these skills.

B. Continue new journaling using new and previously taught skills and listening poem.

Week 15

A. Revisit the "L" section of the K.W.L. lesson from week three

Week 16

A. Students will retake the listening section of the IOWA Basic Skills using all ten active listening skills.

B. Collect data and compare to pretest to determine improvement

C. Retake student survey

Methods of Assessment

In order to assess the effects of the intervention, teacher made, as well as the IOWA Basic Skills practice tests covering the content and skills identified for active listening will be developed and used. In addition, lessons and review lessons incorporating the multiple intelligences will be created to teach the ten chosen active listening skills, five verbal and five non-verbal. Student progress will be monitored daily through responses recorded in students' active listening journals.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this action research project was to expand upon and improve students' understanding of the term active listening. In addition, the project proposed to teach students five verbal and five non-verbal active listening skills through the use of daily active listening journals, teacher made lessons, coinciding in some cases, with teacher made stories, review lessons, activities and games. Assessments to monitor students' progress included teacher observations, journaling responses, revisiting a K.W.L. chart, and post Iowa listening section test. Cooperative learning strategies and the use of the multiple intelligences were used to implement activities associated with teacher-made lessons, as well as assessment reviews in the form of teacher created active listening games.

The targeted population included third and first grade students from a major metropolitan area. Two sites were involved in this research project. Site A's population consisted of a regular education, self-contained, third grade class including at risk, bilingual, and cross-categorical special-education students. Site B's population consisted of a regular education, self-contained, first grade class including at risk, bilingual, and cross-categorical special-education students.

To begin the project, a variety of base-line data was collected. The information was gathered from the following tools:

Parent Survey (Appendix A)

Teacher Survey (Appendix F)

Student Survey (Appendix K)

K.W.L. Lesson Chart (Appendix P)

Listening Section of the IOWA Basic Skills Test (Appendix S)

Base-line Journal Activities (Appendix Y)

Teacher-made Lesson Plans (Appendix EE, FF, GG, HH, II, & JJ).

In gathering this information, results indicated similarities among parent, teacher, and student surveys regarding misunderstanding of the definition of the term active listening, the need for and the use of active listening in the curriculum, and the affects of active listening on the educational process across the curriculum and over time. These results were further supported by responses recorded on the K. and W. sections of the K.W.L. chart (see Appendix P), the amount of student incorrect responses after re-administering the listening section of the IOWA Basic Skills Test, and the inaccuracies of the student recorded responses in the active listening journals. Information gathered through these base-line data tools provided evidence for the need to clarify the definition of the term active listening, as well as, to teach active listening skills to demonstrate the significance of the role of active listening within the curriculum.

In an attempt to meet the stated objectives, student designed active listening journals were created using a teacher-made poem including various icons representing key active listening skills to be discussed at a later time after teaching the skills during a variety of lessons. Journal decorating also included a picture of Boris Ignoris, a teacher created thematic fictional character used throughout the research process. Journals included 30 sheets of paper for recording dates and information daily. For two weeks, students recorded information in these active listening journals by responding to teacher provided directions (see Appendix Y). These entries served as base-line data. Weekly, journal entries (see Appendices BB, CC, and DD) and information to be recorded changed to reflect and assess active listening skills taught during active listening lessons.

A collection of teacher-made lessons, were designed with the objective of teaching two active listening skills per lesson. Lessons were created as an extension of teacher-created books, including the star character Boris Ignoris, and friends and family of Boris.

These lessons included the use of multiple intelligences. The first lesson entitled "Partner Listening, A Surprise for Boris!!!" (see Appendix EE) targeted the active listening skills restating (verbal) and focus (non-verbal). Targeted intelligences included verbal linguistic, interpersonal, intrapersonal, and visual/spatial. Students were paired and instructed to listen to and restate a partner's directions to create a drawing sitting back to back. Students were instructed to focus on what was being said by making a mental image of the instructions and drawing this image on paper. A class discussion was held on the significance and ease or difficulties involved with using these skills.

The next lesson, entitled "Listen to These Mix-Ups" (see Appendix FF) targeted the active listening skills questioning (verbal) and body language (non-verbal). Targeted intelligences included verbal linguistic, intrapersonal, interpersonal, and visual-spatial. Students worked in groups of three, using their three ring notebooks containing sound cards, to create words ending in nd and nk. Each member in the group was assigned a role including, "recorder", "flipper," and "verifier." The "flipper" in each group flipped through his or her three ring notebook to find words. "Verifiers" in each group checked to see if the filipper's word was a "real" word, one that could be defined by the group. This was done by questioning group members and asking them to define or give examples of the found words. The "recorder" recorded all real words on a piece of distributed paper. After the word search part of the activity, groups presented their findings to the class. Class members were instructed to listen using body language such as folding hands, head nodding, and facial expressions. Members were instructed to raise their hands upon hearing a new word as read by a group presenter. The teacher wrap-up included a class discussion on the effectiveness of the active listening skills taught.

The third lesson, "I'm Listening" (see Appendix GG) targeted the active listening skills I'm listening cues (verbal) and facial expressions (non-verbal). Targeted intelligences were visual-spatial, intrapersonal, and interpersonal. Students were arranged in groups of three and assigned roles of speaker, listener, and observer. Speakers told about their happiest day of their lives as listeners used I'm listening cues such as "umm-hmm/ah-ha," "yes," "no," "I see," and "o.k.," and facial expressions to listen. Observers watched listeners for the use of active listening skills and placed a tally mark on the icon matching the skill each time the skill was observed. After all group members played each role, the groups drew out a scene of each others' happiest moments and shared their recalled information with the class. A class discussion included the following question:

1. While you were observing, what skill seemed to be used the most?
2. While you were listening, which skill was the easiest to use? Why?
3. While you were speaking, did you feel you were being listened to? Why or why not?

Lesson four, entitled "A Baking Disaster" (see Appendix HH) targeted the active listening skills agree/disagree statements (verbal) and silence (non-verbal). Targeted intelligences included interpersonal, intrapersonal, mathematical/logical, and verbal linguistic. The class was directed to use silence and focusing skills to listen to a teacher read story. Students were asked to focus on what they heard by making a mental picture of events in the story. At stopping points, students were asked to restate events. After the story was read again, individual students were given a sheet of paper with pictures of items form the story. Students arranged the items to match the sequence of events as they were heard during the reading. Students, in groups of three, discussed their arrangements. Groups were given a new worksheet in which they agreed and disagreed, through discussion, the correct sequence of items, then cut, colored, and glued these items in the order heard from the story. A whole group discussion identified the correct order of the events.

The last lesson, lesson five, entitled "Oh Say Can You Hear that Game?" targeted the active listening skills responding (verbal) and eye-contact (non-verbal)(see Appendix II). Targeted intelligences included bodily/kinesthetic, verbal/linguistic, and interpersonal. Students listened to the teacher created story, The Big Game, using eye-contact, silence, focus, body language, and facial expressions. In groups of three, students were handed picture cards from the story. Groups were asked to use agree and disagree statements to create sounds for their picture cards. After creating sounds, students listened to the story again, this time responding by interjecting their sounds as they heard their pictured cards mentioned in the story. Students discussed how they felt about using the new skills and how the use of these skills compared with that of previously taught skills during a class discussion.

Between lessons, one fishbowl review lesson (see Appendix JJ) was taught in which students watched a listener and speaker interacted. The listener and speaker performed twice during each fishbowl lesson. During the first performance the listener was either instructed to listen or not to listen to the speaker, this direction changed with each fishbowl lesson. Students in the classroom, after watching each performance, were to decide if the listener was displaying "good" active listening skills or "poor" active listening skills. In addition to the identification of "good" and "poor" listeners, students were asked to list skills being used or not used by the listener. Responses were listed on a T-chart with titles "good" and "poor" on the chalkboard.

After all lessons were taught, assessment tools used to collect base-line data were re-administered to determine gain or loss in students' active listening abilities. First, the "K" and "L" sections of the K.W.L. chart was re-visited. Students, during a class discussion, reviewed their responses from the "K" section and decided if these were accurate responses based upon their new understandings of active listening. The "L" section was completed by listing any new information about active listening or learned active listening skills (see Appendix KK and LL). Next, the listening section of the IOWA Basic Skills test (see Appendix S) was re-administered. Then, students retook the student active listening survey (see Appendix K). Lastly, student active listening journal scores were totaled.

Presentation and Analysis of Results

In comparing the results of this intervention, the same tools that were used to establish a base-line guide initially, were re-administered upon the completion of the intervention. The results from both the base-line data and the post-intervention data were compared.

In order to assess the effects of active listening education and training, the student survey was re-administered. Students were asked to answer the same four questions that were included on the original survey:

1. Are you a good listener?
2. Do you listen only when it is something that interests you?
3. If someone is talking to you and you are not speaking, does that mean you are listening?
4. Do you think you have to be a good listener to get good grades?

Results Site A

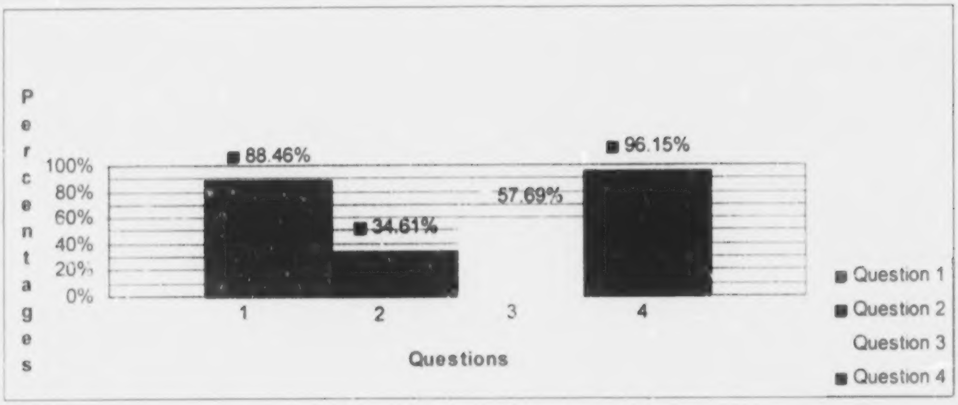

Figure 13. Site A Student Survey

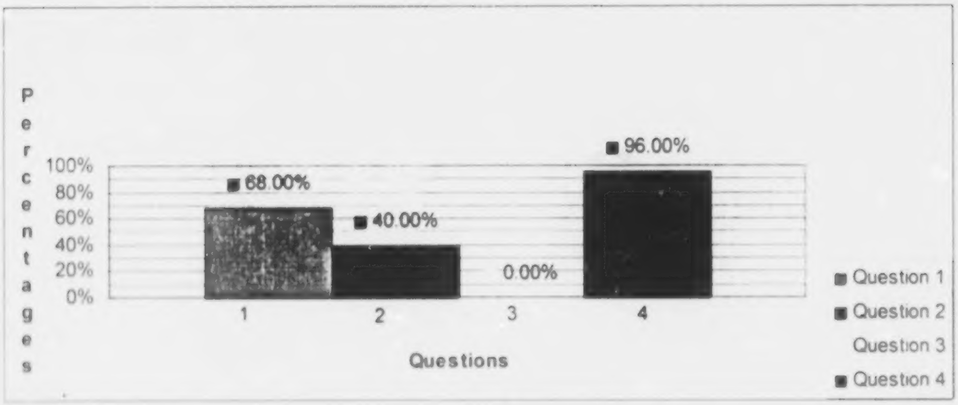

Figure 14. Re-administered Site A Student Survey

Figure 13 shows results from the original student survey taken by 26 Site A third grade students. Figure 14 shows results from the re-administered survey taken by 25 Site A third grade students. Bars indicate percentages of students responding "yes" to post-survey questions. Percentages from the post-survey show that 68% of students answered "yes" for question one indicating that they feel that they are good listeners. Forty percent of students answered "yes" for question two expressing that they only listen when the topic is of personal interest to them. No students, 0%, responded "yes" silence is the same as listening for question three. Ninety-six percent answered "yes" to question four, indicating they have to be good listeners if they want good grades. In comparing base-line results and post-survey results, there was a 20% decrease in the number of students answering "yes" for question one. There was a 5% increase in students who responded "yes" for question two. Comparison of the graphs indicate a 42% increase in students responding "yes" to question three. These results could be explained by students' new understanding of active listening. Students who felt originally that they were good active listeners, may now feel that they are not because of their acknowledgment of abilities, or lack of, to use the taught active listening skills during lessons, journaling, and across the curriculum. Students are more aware of when they use their listening skills, now that they know what listening skills are. These students are now aware that silence does not necessarily indicate listening is taking place. During the survey responding, students' comments included "No, I know I'm not now," "He's not a good listener," and "I'm good at some of the skills." In comparing the bars for question four on the graphs, no change was evident in "yes" responses. Only one student answered "no" one does not have to be a good listener to get good grades. This student commented; "I don't listen and I get good grades." Because of this student's negative behaviors, he did not have a positive attitude while taking the survey. This led him to answer in a way that would draw attention to him, rather than answering honestly.

Table 3

K.W.L. Lesson Plan Results of Student Responses From Site A

What do you know about active listening?	What do you want to know?	What have you learned?
a good learner	behave	To be revisited at a later date.
pays attention	self-control	
gets good grades		
good behavior		
does all his/her work		
a good reader		
listens to mom		
knows multiplication facts		
knows how to add and subtract		
listens to the teacher		

Table 4

K.W.L. Lesson Plan Results of Student Responses From Site A

What do you know about active listening?	What do you want to know?	What have you learned?
a good listener	behave	It is important to have eye contact.
pays attention	self-control	Be quiet. Don't talk while others are talking.
gets good grades		Nod head to show you are listening.
good behavior		think
does all his/her work		body gestures
a good reader		restating what has been said/summarize.
listens to mom		ask questions
knows multiplication facts		focus
knows how to add and subtract		
listens to the teacher		

Table 4 shows results of a class discussion while reviewing the "K" section from the original K.W.L. chart, Table 3, created during the collecting of base-line data. This chart also shows responses given to the question, "What have we learned about active listening." These responses were recorded under the "L" section of the chart. During the discussion, students felt that almost all original responses should be removed from the list under the "K" section. New responses listed under the "L" section revealed that students had internalized the meaning and use of active listening skills. Students were able to rename the active listening skills, in their own words, based on the experiences they had using these skills. For example, instead of saying that an active listening skill is silence, students said that active listening means, "be quiet, and don't talk while the other person is talking." Another student, instead of naming the skill restating, said that to be a good listener one must, "summarize." These comments convey a student understanding of the active listening skills and the active listening process. Other students were able to name the active listening skills and give an explanation of what these skills mean. One student offered, "restating what has been said," and explained that this meant to say what was heard again in your mind. After completing the "L" section of the chart, students made connections between the "K" section and "L" section responses. For example, when referring back to the "K" section, one student commented, "You need to pay attention (from the "K" section) to focus (from the "L" section)." This student further stated that if one is not really focusing on what is said, one is not paying attention, and, therefore, not listening. Students agreed that, "Even though listening doesn't mean getting 100% on your math test, you still have to think in order to listen to someone." "In order to restate what someone said you have to be thinking."

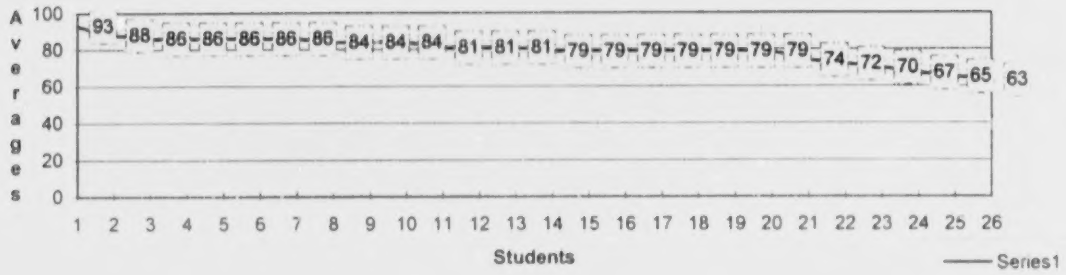

Figure 15. Site A's Iowa Listening Pre-Test Results

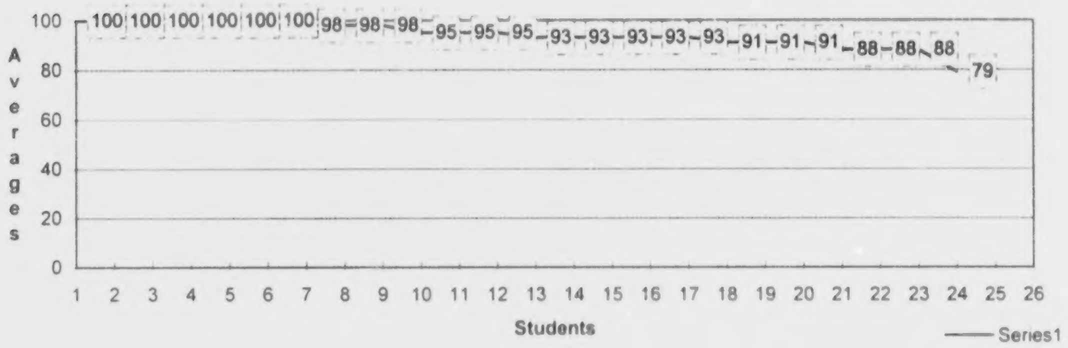

Figure 16. Site A Re-Administered Iowa Test

Figure 15 shows Site A's results gathered from a Level A IOWA Basic Skills pre-test taken by 26 third grade students (see Appendix S). Figure 16 shows Site A's results gathered from a re-administered Level A IOWA Basic Skills taken by 24 third grade students. Six students received an average of 100% for zero incorrect responses. Three students received an average of 98% for one incorrect response, three students received an average of 95% for two incorrect responses, a score of 93% for three incorrect responses was given to five students, three students received an average score of 91% for four incorrect responses, three students received an average score of 88% for five incorrect responses, and one student received an average score of 79% for nine incorrect responses. The lowest scoring student, although challenged with learning disabilities including dyslexia, and taking the test without regard to its importance, still answered more than two thirds of the problems correctly. When compared with the pre-test, the post-test showed significant gain in students' scores. Eleven more students, 46%, received scores of 95%, 98%, and 100%, than previously, four more students, 17%, scored a 93%, three more students, 13%, received a 91%, two more students, 8%, received an average score of 88%, and six less students, 4%, received an average score of 79%.

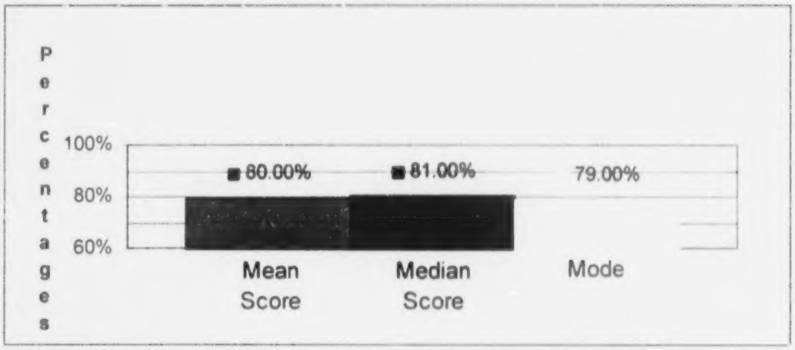

Figure 17. Site A's Iowa Listening Pre-Test Statistical Results

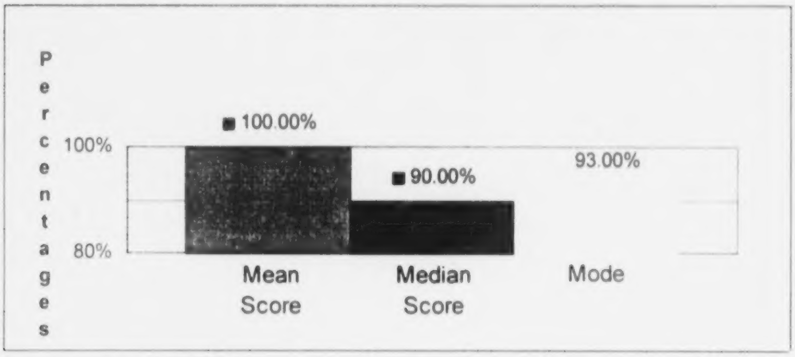

Figure 18. Site A's Iowa Listening Post-Test Statistical Results

Results indicate a class mean score of 90%, a median score of 93%, and a mode of 100%, as shown in Figure 18. These scores show a 10% increase in mean, 12% increase in median, and 21% increase in mode when compared to pre-test calculations, as shown in Figure 17. Pre-test results showed no student received an average score of 100%. Post-test results show 100% being the most frequently scored average.

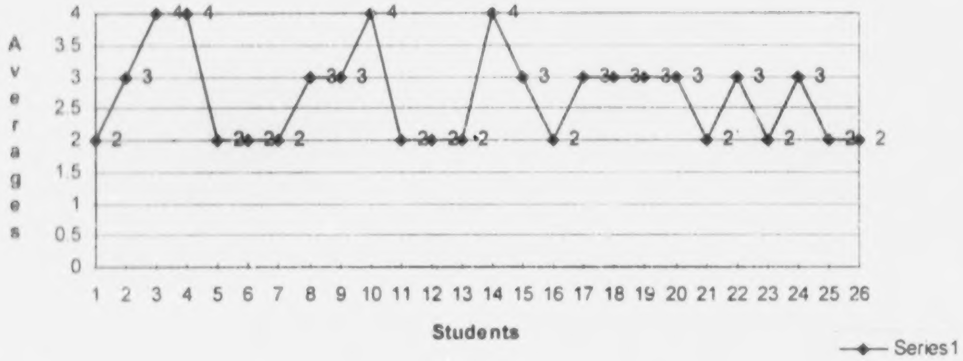

Figure 19. Site A's Listening Daily Journal Entries

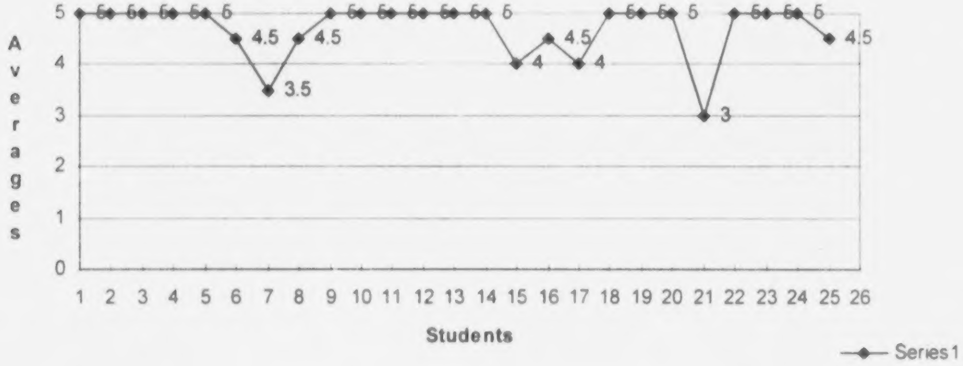

Figure 20. Site A's Listening Daily Journal Entries

Figure 19 shows students' listening journal entry averages gathered from 26 Site A students, recorded over a ten day period (see Appendix X). Students received a daily score ranging from zero, the lowest score, to five the highest score. Figure 20 shows students' listening journal entry averages gathered from 25 Site A students, collected over the last two weeks of the active listening intervention process. Sixteen students, 64%, received an average of 5.0, seven students, 28%, received an average of 4.5, one student, 4%, received an average of 3.5, and one student, 4%, received an average of 3.0. When compared with the base-line data journaling, all students' scores increased except for one. However, this student's average only decreased by 0.4. Three students, 12%, increased their scores by 3.0, four students, 16%, increased their scores by 2.5, eight students, 32%, increased their scores by 2.0, five students, 20%, increased their scores by 1.5, two students, 8%, increased their scores by 1.0, and two students, 8%, increased their by 0.5.

Results Site B

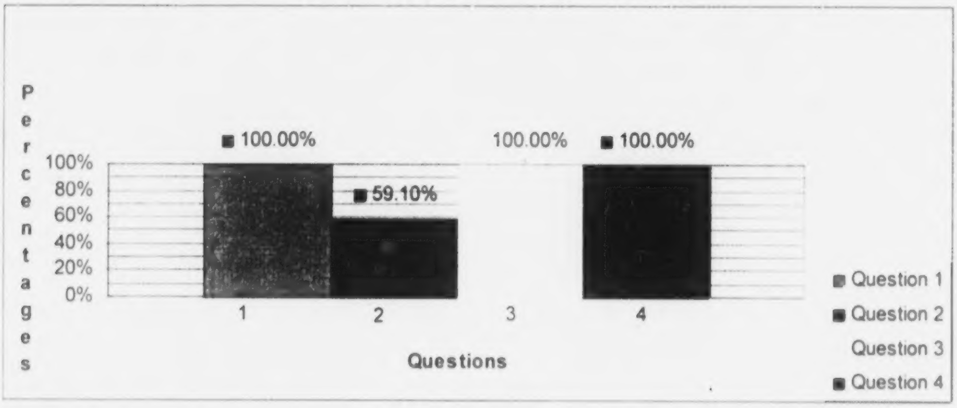

Figure 21. Site B's Student Survey Results

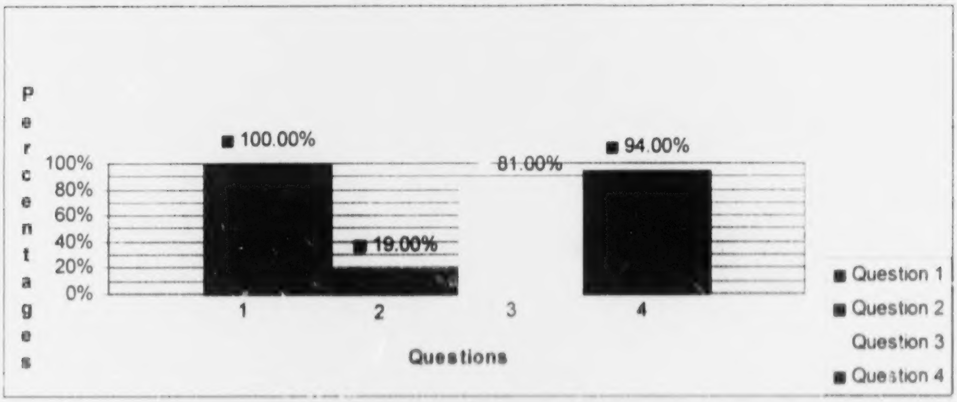

Figure 22. Site B's Re-Administered Student Survey

Figure 21 shows results of the original survey (see Appendix K) taken by 22 first grade students from Site B. Bars indicate percentages of students answering "yes" in response to survey questions. The same survey questions were used for both Site A and Site B. Figure 22 shows results of the re-administered student survey taken by 16 Site B first grade students, three transferring out of the school and three being absent the day of the survey. Bars indicate no change in students answering "yes" for question one, conveying that all students still believe they are good listeners. Question two had a 40% decrease of students answering "yes," indicating that these students now feel that they do not only listen when something is of interest to them, but try to listen always, by using their active listening skills. Question three showed a 19% decrease in students responding "yes," communicating that these students now feel that silence does not necessarily mean listening is taking place. The changes in student responses to survey questions, indicate a new understanding of active listening. It appears as though, based on survey results, that students now understand, to some degree, that active listening is a more involved process than what they had originally believed. All students still believe that they are good active listeners, but for different reasons.

During the survey, one student expressed, "I use focusing all the time. I know I can listen." Another student said to a classmate during the survey, "You should answer yes because I always see you restating." One student commented, "She's smart because she always listens." Perhaps the biggest indication that students have re-defined active listening is the 40% decrease in "yes" responses from question two. These students now know that active listening is something that they do and not something that just happens, and to do active listening means to use skills that were taught so that the active part of listening is enforced. While responding to this question, one student said, "That's when I have to use my active listening skills, when it's something I don't like!" Other students agreed with their classmate.

Question four showed a 6% decrease, one student, who felt that one does not have to be a good listener to get good grades. This student may have been confused by the question. Earlier the class had a discussion about the validity of answers given for the "K" section of the original K.W.L. One of the responses given in this section defined active listening as "good" and "do your work." During the discussion, students decided that these were not characteristics of an active listener because these were not active listening skills and that "some people are good and do their work, but do not know how to listen." The student that did not feel, as expressed on his survey, a relationship exists between good grades and active listening, may have been thinking of the discussion and the decision made about the comments from the "K" section.

Table 5

K.W.L. Lesson Plan Results of Student Responses From Site B

What do you know about active listening?	What do you want to know?	What have you learned?
good	How can you be a good listener?	To be revisited at a later date.
do your work		
bring your supplies		
watching		
not talking		
staying in your seat		
bringing school supplies		

Table 6

K.W.L. Lesson Plan Results of Student Responses From Site B

What do you know about active listening?	What do you want to know?	What have you learned?
good (not skill)	How can you be a good listener?	watching
do your work (not skill)		head nodding
bring your supplies (not skill)		focus
watching (eye contact)		disagree/agree
not talking (silence)		silence
staying in your seat (rule)		restate
bringing school supplies (not listening)		cues
		smiles
		frowns
		questioning
		follow directions
		umm/hmm
		respond

Table 6 shows discussion results of the revisited K.W.L. chart. During this discussion, students reviewed previous comments made regarding what they "Know" about active listening, as shown in Table 5, and decided whether these were valid comments based on their new understanding of active listening. Students decided that "good" and "do your work" were not true statements about active listening because, "Those are not skills." They also decided that "bring your supplies" should be removed from the list because, "You can have supplies and not listen." Students then explained that "not talking" and "watching" should remain on the list because although silence and looking does not always mean someone is listening, they sometimes are used as skills, often in conjunction with another skill, to communicate active listening is taking place. "Staying in your seat," the last item on the list, was also crossed off. Students decided this was a rule and not an active listening skill. The removal of statements, with the reasoning given by the students, indicated a clearer student understanding of the term active listening. Students knew exactly why previous comments should be taken off the list and why the two comments should remain. The only debating that took place during the discussion was whether or not "not talking" should be left on the list. Some students felt that, "Just because you're quiet doesn't mean you're listening." This debate ended quickly when both sides agreed that silence is an active listening skill and that if one is using silence to listen, then "not talking" is a part of the active listening process.

After reviewing the "K" section of the chart, students expressed what they learned about active listening. These responses were recorded under the "L" section by the teacher. Responses given during the "L" section discussion further support the inference that students' definitions and understanding of active listening have changed. Students were able to name eight of the 10 active listening skills by their proper titles and the two other active listening skills in their own words. These two skills were "body language" and "facial expressions." The students referred to "body language" as "head nodding" and "facial expressions" as "smiles and frowns." One student thought "follow directions" should be added to the list and explained that, "You need to use your active listening skills to listen to directions so you don't do something wrong."

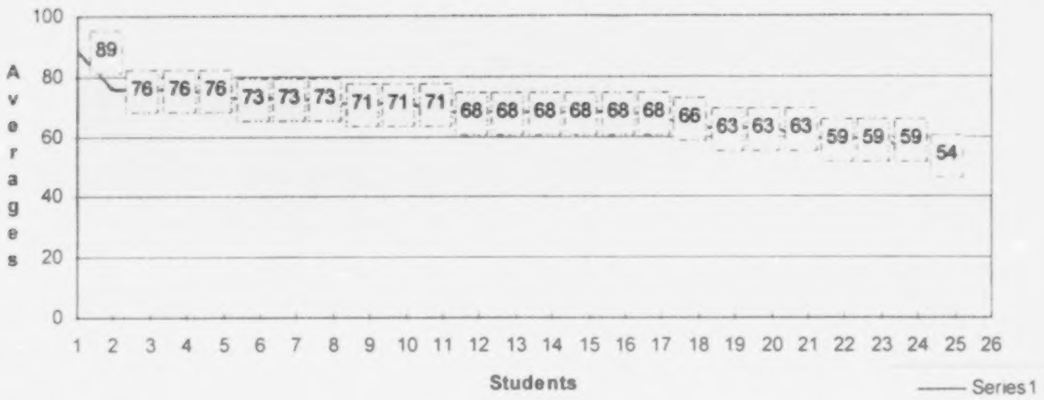

Figure 23. Site B's Iowa Listening Pre-Test Results

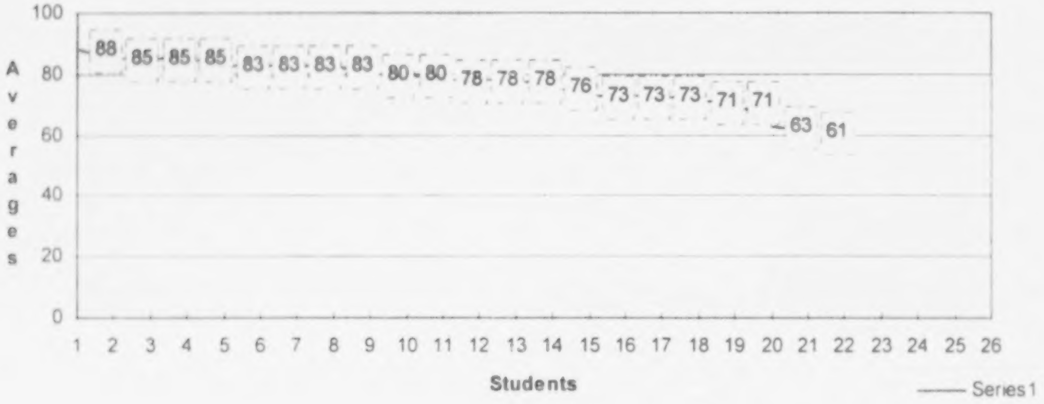

Figure 24. Site B's Iowa Post-Test Results

Figure 23 shows Site B's results gathered from a Level A IOWA Basic Skills Pretest taken by 24 first grade students (see Appendix S). Figure 24 shows Site B's results gathered from a re-administered Level A IOWA Basic Skills test taken by 21 first grade students, three having transferred out of the school during the intervention process. One student received an average of 88% for a total of five incorrect responses. A score of 85% for six incorrect responses was given to three students, four students received of score of 83% for seven incorrect responses, a score of

80% for eight incorrect responses was given to two students, a score of 78% for nine incorrect responses was given to three students, a score of 76% for ten incorrect responses was given to one student, three students received a score of 73% for 11 incorrect responses, two students received a score of 71% for 12 incorrect responses, one student received a score of 63% for 15 incorrect responses, and one student received a 61% for 16 incorrect responses.

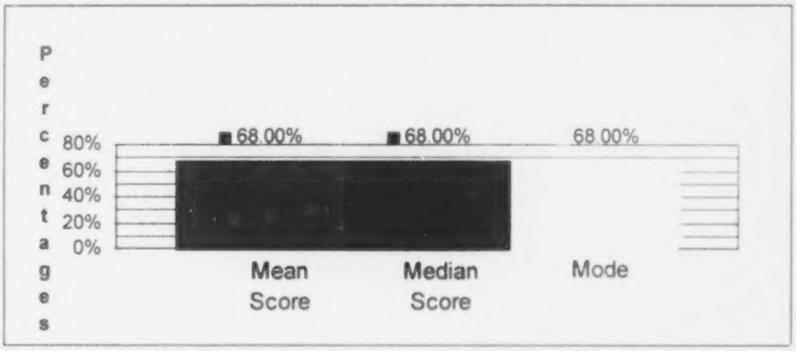

Figure 25. Site B's Iowa Listening Pre-Test Results

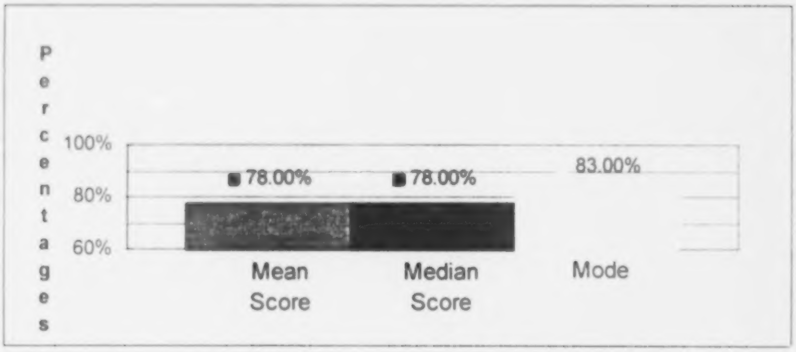

Figure 26. Site B's Iowa Listening Post-Test Statistical Results

Results indicate a mean score of 78%, a median score of 78%, and a mode of 83% as shown in Figure 26. When compared with the mean, median, and mode percentages calculated from the pre-test, as shown in Figure 25, scores reveal a 10% increase for the mean score, a 10% increase for the median score, and a 15% increase for the mode, indicating that students have gained in their ability to actively listen. These percentages further indicate that more than half, 62%, of the students scored at or above the new average of 78%, six students, 29%, scored slightly below average, one having a score of 76%, three having a score of 73%, and two having a score of 71%, and only two students, 9%, had scores significantly below the mean, one with a 63% and the other student scoring a 61%. The lowest scoring student, however, is a bilingual, special-education student with speech and cognitive disabilities who still received a score of 61%, answering more than one half of the problems correctly. This low scoring student created a misleading seemingly low mean because this student's score created such a large range, a 27% difference. In fact, if the worst two scores were not calculated, the mean would almost be at 80%, calculating at 79.26%. Currently, the mode, the most frequently appearing score, is 5% higher than the mean. When compared to the grading scale for the public school system in which Site B is a part of, and the pre-test scores, eight students, more than one third, 38%, and seven more than the pre-test results, would receive a letter grade of "B," nine students, 43%, five more than the pre-test results, would receive a letter grade of "C," only three students, 14%, three less than the pre-test results, would receive a letter grade of "D," and one student, 5%, nine students less than the pre-test results, would receive a letter grade of "F."

These results show a clear increase in students' abilities to actively listen. Although this was the second time the students had taken this exam, the time between the original and the re-administered test was five months. In addition to the lengthy amount of time between tests, this exam was written at a primary, first, second, and third grade, level to target students below, at, and above average in active listening. These two facts, the five month span and the progressive level of difficulty in the listening section of this test, coupled by the fact that these answers were never reviewed with the students, make it almost impossible for students' increased percentages to be attributed to recall. Although, over the school year, students' vocabulary and other academic skills have increased, this section strictly required the ability to actively listen in order to respond correctly.

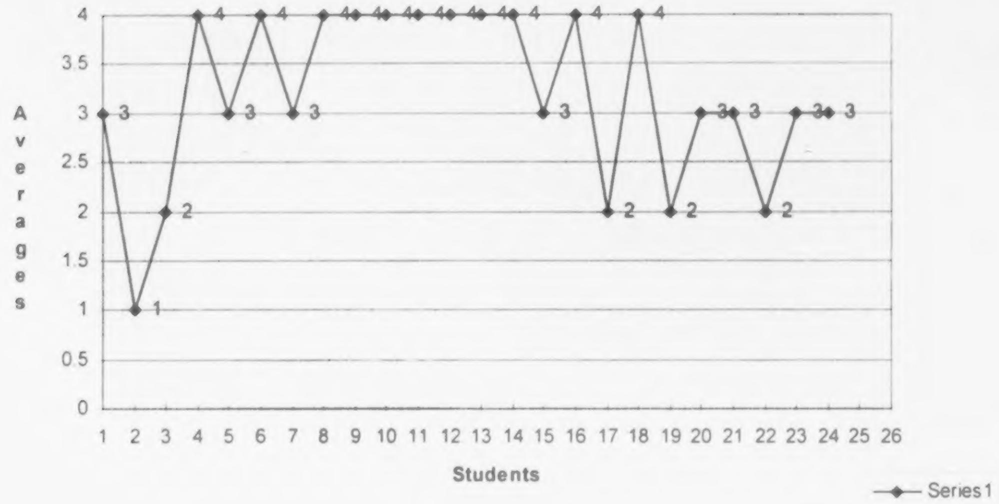

Figure 27. Site B's Listening Daily Journal Entries

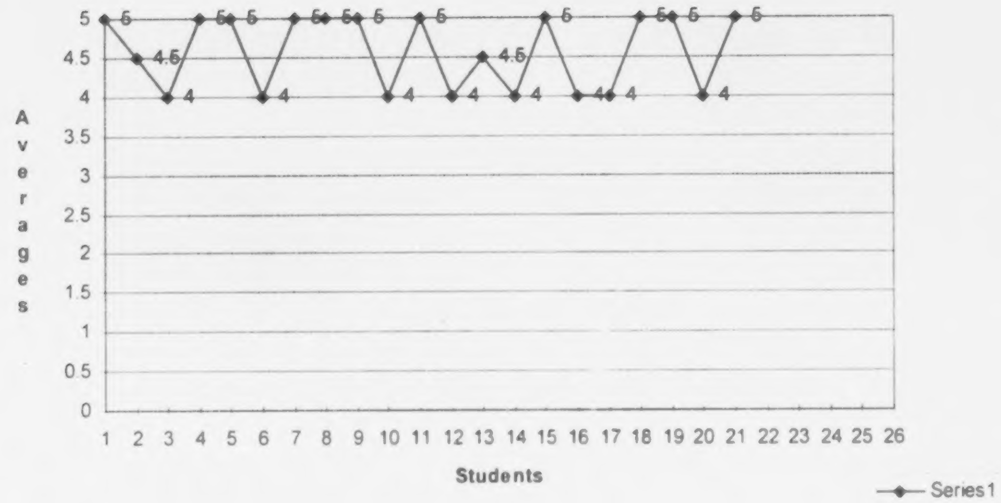

Figure 28. Site B's Listening Daily Journal Entries

Figure 27 shows student listening journal entry averages gathered from 24 Site B first grade students, recorded over a ten day period, before receiving any active listening instruction (see Appendix Y). Students received a daily score ranging from zero, the lowest score, to five, the highest score. After listening to a teacher read a list of five items comprising the scene, students drew what they remembered through their ability to actively listen. Figure 28 shows student listening journal entry averages gathered from 21, three students transferring out of the school, Site B first grade students during the last two weeks of the intervention process. All students showed an increase in average daily journaling when compared to the original averages. Eleven students, 52%, had an average of five correct responses, the highest score given. Two students, 10%, received an average of 4.5 correct responses and eight students, 38%, received an average of four correct responses. Unlike the averages from the original calculations, none of the students received lower than an average of four correct responses. When compared to the original averages, scores indicate six students, 28%, increasing by less than 1.0, eight students, 38%, increasing their averages by 1.0, five students, 24%, increasing their averages by 2.0, and two students, 10%, increasing their averages by 3.0. These scores demonstrate the drastic change in students' ability to actively listen during the active listening intervention process.

Conclusions and Recommendations

During the active listening intervention process, it became apparent that students seemed to be more comfortable, naturally, with certain active listening skills, more so, than with others. Even when learning new active listening skills during an active listening lesson, and trying their hardest to use these skills, students still seemed to retreat back to using the skills they felt most comfortable using. Students expressed their frustration during the various lessons about their difficulty with trying to use active listening skills that were uncomfortable to them. Some students put their hands over their faces, or gave frustrated looks. Others stated their frustration and announced that they were going to use the active listening skills they were comfortable with. This frustration and retreat to comfortable active listening skills became increasingly apparent after the completion of all lessons, in which all active listening skills were introduced. It seems as though, the active listening intervention helped students draw out their active listening abilities, strengthened these skills, and gave the skills official names. This, in turn, helped students become aware of their abilities and the direct relationship these abilities have with active listening and the entire learning process.

These natural tendencies to lean toward the use of certain skills over others seemed to create categories, or types, of listeners. Student tendencies seemed to create the visual, bodily kinesthetic, and verbal categories. Further research focusing on these tendencies of active listening may provide valuable data supporting the acknowledgment of the categories, if the tendencies are related to or an extension of the multiple intelligences, and how the recognition and implementation of lessons including these categories effect the academic progress of students. The 10 taught active listening skills fall neatly in one of the three categories. The visual category includes the active listening skills focus, silence, and eye-contact. Body language and facial expressions are included in the bodily kinesthetic category. Restating, questioning, and agree/disagree are included in the verbal category. Through teacher observation, it appears as though students' active listening preferences from Site A include 11 students being visual listeners, seven students being bodily kinesthetic listeners, and seven being verbal listeners. Site B include nine visual listening students, five bodily kinesthetic listeners, three verbal listeners, two visual/bodily kinesthetic listeners, and five bodily kinesthetic/verbal listeners. These observations are supported by student drawings in which students were instructed to draw themselves participating in their favorite, or most used active listening skills (see Appendix MM & NN).

By comparing pre and post data, a definite growth in students abilities to actively listen was revealed, indicating the project was a success and should be used in conjunction with the language arts program. An active listening program such as this should be used at all grade levels to better develop the skills involved in active listening. this intervention could be modified to include the different genres of active listening. A survey could be designed and administered to students in an effort to determine types of listeners in the classroom. Results from the survey could then be used to help design lessons and activities to teach listening skills. Journaling would then be used to monitor students' active listening progress as well as to help students become more aware of their active listening strengths. The active listening program chosen by the teacher should include lessons that carry over to various subjects to help students become aware of the benefits of active listening both in and out of the classroom.

It would have been interesting to have included and tracked these categories of active listeners during the active listening intervention. These categories could have been used to help create lessons to include types of listeners rather than focusing on active listening skills in isolation. Although, the introduction and teaching of active listening skills was a valuable part of the intervention, in that it helped students define their own ability to actively listen as well as provide alternative strategies, the identification of listening categories earlier on would have contributed to lesson designs in a more complete way. The three categories of active listening should be incorporated into future lessons and/or an active listening curriculum to better teach this subject to students.

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Appendices

Appendix A
Parent Survey

Parent Survey

1. Do you think your child has good listening skills?

yes____ no____

2. Does your child listen only when the topic is of personal interest to him or her?

yes____ no____

3. Do you think your child has learned how to listen?

yes____ no____

4. Do you think listening affects your child's performance and grades?

yes____ no____

Parent Survey

1. Do you think your child has good listening skills?

   [✓ yes____] no____

2. Does your child listen only when the topic is of personal interest to him or her?

   yes____ [✓ no____]

3. Do you think your child has learned how to listen?

   yes____ [✓ no____]

4. Do you think listening affects your child's performance and grades?

   [✓ yes____] no____

Appendix C
Sample Site B

Parent Survey

1. Do you think your child has good listening skills?

   [✓ yes] no____

2. Does your child listen only when the topic is of personal interest to him or her?

   yes____ [✓ no]

3. Do you think your child has learned how to listen?

   [✓ yes] no____

4. Do you think listening affects your child's performance and grades?

   yes____ [✓ no]

Appendix D
Tally Site A

Parent Survey

Yes

question #1	amount wrong no	percent	yes	
1	8	36.36	14	=63.63
2	6	27.27	16	=72.72
3	5	22.72	17	=77.27
4	6	27.27	16	=72.72

total = 22

Appendix E
Tally Site B

Parent survey

mine

Question #	amount wrong (no)	percentage	yes
1	1	5.9 %	94.11
2	15	88.24 %	11.76
3	1	5.9 %	94.11
4	7	46.77 %	53.2

total=17

Teacher Survey

1. Does a majority of your classroom listen well on a daily basis?

   yes____ no____

2. Do your students' active listening skills improve when the topic is of personal interest to them?

   yes____ no____

3. Do you specifically design lessons to teach students how to be good active listeners?

   yes____ no____

4. Students who receive good grades and are excellent performers in class are good active listeners.

   yes____ no____

Appendix G
Sample Site A

Teacher Survey

1. Does a majority of your classroom listen well on a daily basis?

   yes [✓ X]　　no____

2. Does your students' active listening skills improve when the topic is of personal interest to them?

   yes [✓ X]　　no____

3. Do you specifically design lessons to teach students how to be good active listeners?

   yes____　　no [✓ X]

   NOT SPECIFICALLY, BUT ACTIVE ~~LISTENERS~~ LISTENING LEADS TO A GOOD LESSON – (LISTENING IS STRESSED)

4. Students who receive good grades and are excellent performers in class are good active listeners?

   yes [✓ X]　　no____

Appendix H
Sample Site B

Teacher Survey

1. Does a majority of your classroom listen well on a daily basis?

   [✓ yes____] no____

2. Do your students' active listening skills improve when the topic is of personal interest to them?

   [✓ yes____] no____

3. Do you specifically design lessons to teach students how to be good active listeners?

   [✓ yes____] no____

4. Students who receive good grades and are excellent performers in class are good active listeners.

   [✓ yes____] no____

Appendix I
Tally Site A

Teacher Survey				
1	13 ~~13~~ ~~18~~	46.42	15 ~~18~~	53
2	3 ~~3~~ ~~13~~	10.71	25	9
3	12 ~~9~~	42.85	16	57
4	2	7.14	26	9
		total =	28	

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Appendix J
Tally Site B

Teacher Survey			
1	6	37.5 %	62.5
2	0	0.00 %	100
3	5	31.25 %	68.75
4	2	12.5 %	87.5
		total = 16	

Student Survey

1. Are you a good listener?

yes____ no____

2. Do you listen only when it is something that interests you?

yes____ no____

3. If someone is talking to you and you are not speaking, does that mean you are listening?

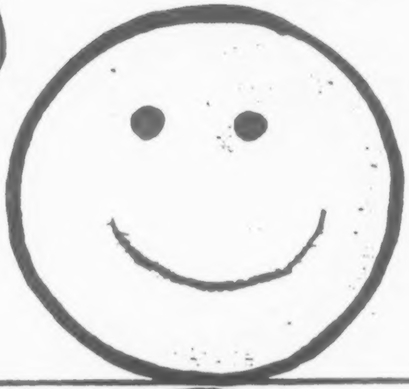
yes____ no____

4. Do you think you have to be a good listener to get good grades?

yes____ no____

Appendix L
Sample Site A

1)



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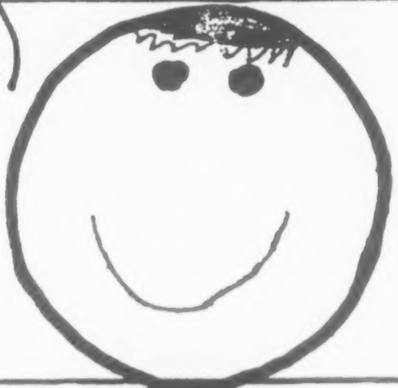

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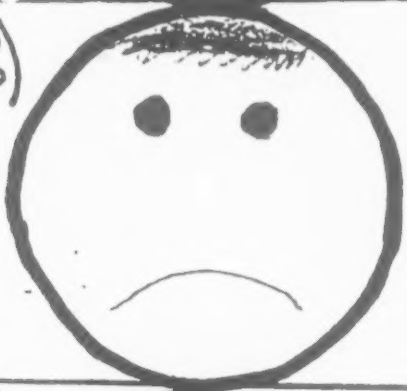

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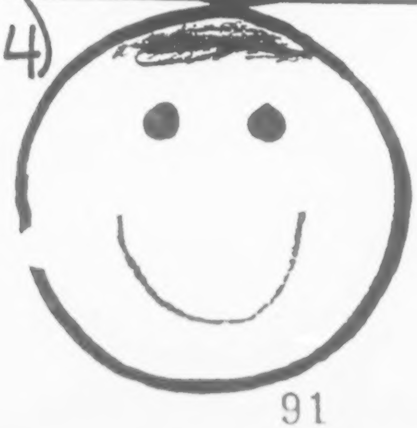

Appendix M
Sample Site B

1)

2)

3)

4)

Appendix N
Tally Site A

Student Survey			
1	0	0.0 %	100
2	9	40.90%%	59.10
3	0	0.0 %	100
4	0	0.0 %	100

total = 22

Appendix O
Tally Site B

Student Survey

1	3	11.53	23	88.
2	17	65.38	9	34.
3	11	42.30	15	57.
4	1	3.84	25	96.1
		total =	26	

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Appendix P
KWL Lesson

Listen Boris!

Targeted Intelligences: Bodily Kinesthetic - Verbal Linguistic - Visual Spatial

Objectives: Students will identify qualities of a good listener during and after a teacher read story.

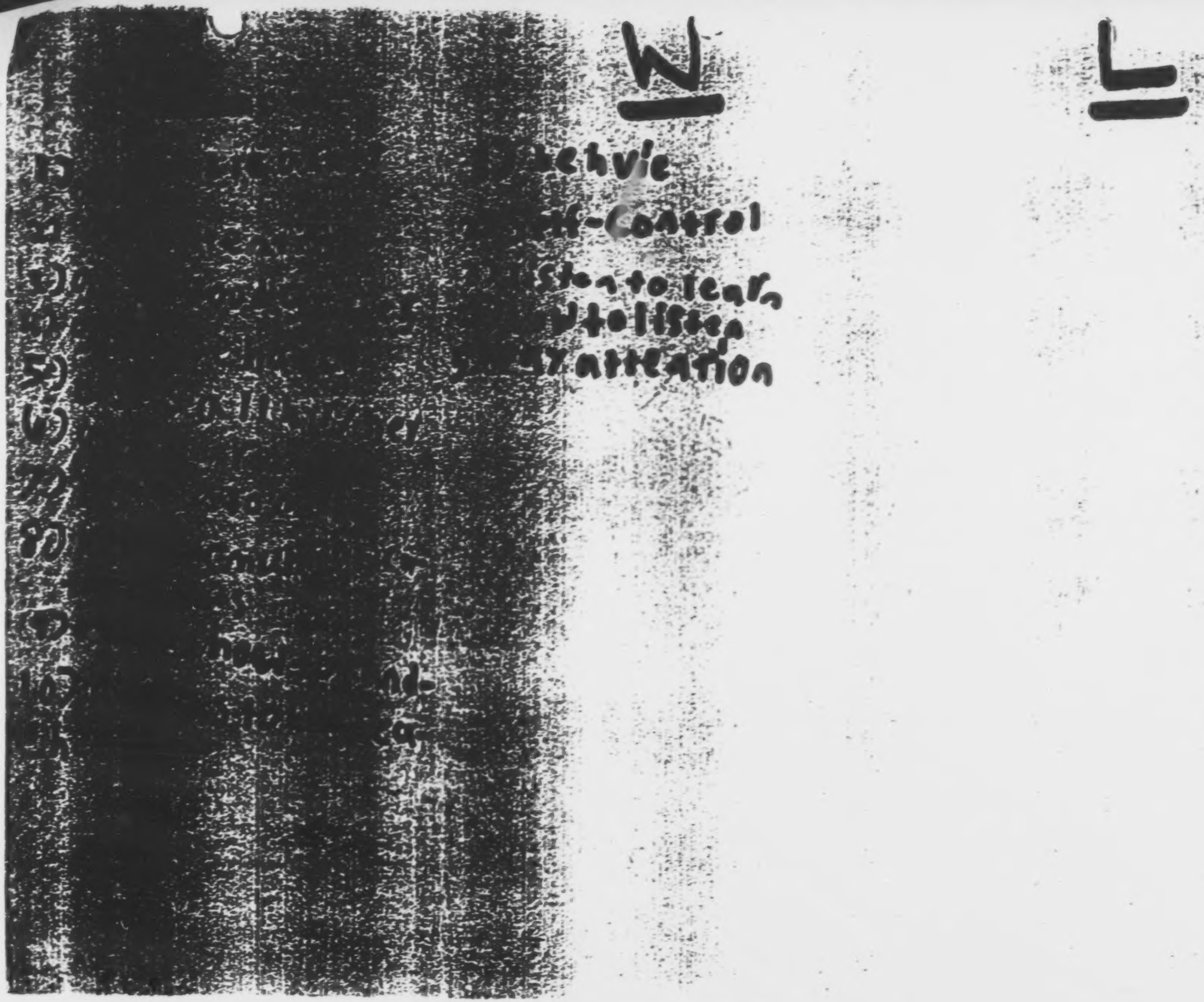
Students will associate and act out listening techniques after teacher modeling.

Materials:
Book (Boris Ignoris
listening journals
crayons
pencils
listening gestures (nodding, eye contact, listening hands, facial expressions, silence)
listening poem
copies of Boris Ignoris

Steps:
1. (motivation) Teacher will say aloud a series of colors.
After saying colors, the teacher will ask students to name the first color said.
2. Students will discuss qualities of a good listener.
3. Teacher will record on board student generated qualities.
4. Students will listen for qualities of a good listener as the teacher reads Boris Ignoris.
5. At the end of the first reading, students will name new qualities of a good listener learned by listening to the character's problem and solution.
6. These qualities will be recorded on the opposite side of the original qualities on the board.
7. The teacher will then model listening gestures matching words to a listening poem.
8. Students will practice listening gestures as they repeat the poem.
9. Students will listen to story again using active listening gestures.
10. Students will respond at different stopping points by recording what they hear in listening journals through pictures and written text.
11. Students will decorate their journals and color a picture of Boris Ignoris.

Evaluate:
Teacher will evaluate by listening to discussion responses.
Teacher will evaluate by watching for student listening gestures.

Appendix Q
Sample Site A



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Appendix R
Sample Site B

K	W	L
good do your work bring your supplies watching not talking Staying in your seat bringing school supplies	How can you be a good listener?	

UNIT 1 Listening

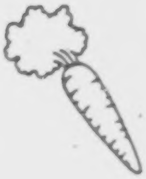
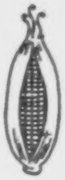
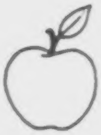
Lesson 1: Building Listening Skills

Directions: Darken the circle under the picture that best answers the question.

TRY THIS

Listen carefully to your teacher. Try to form a picture in your mind of the answer to the question. Then choose the picture that comes closest to the picture in your mind.

S1

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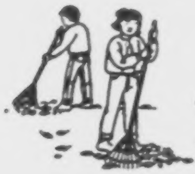
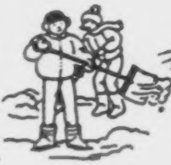
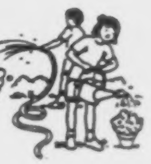
THINK IT THROUGH

Scott and his family went to an orchard to get fresh fruit. The apple is the only picture that is a fruit. You would find an apple in an orchard.

1

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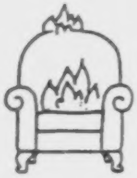
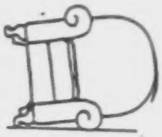
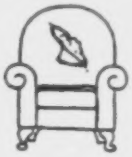

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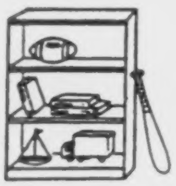
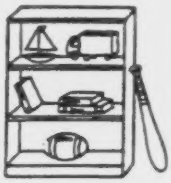
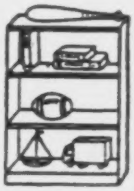

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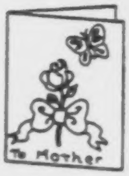

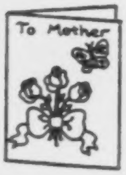

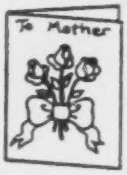

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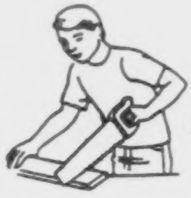
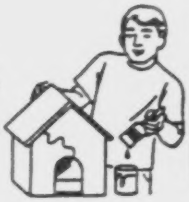
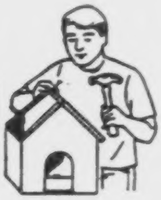

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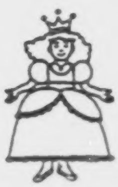
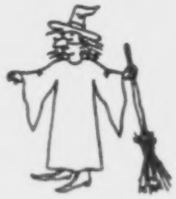
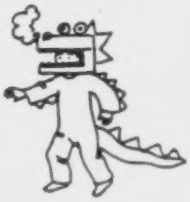

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GO ON

Unit 1 Test

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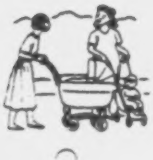

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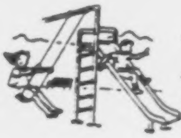

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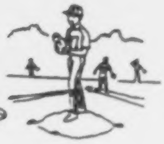

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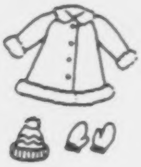

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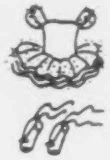

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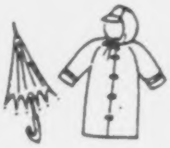

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Tom A. Sharpe

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Sharpe Tom A.

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Sharpe A. Tom

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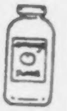

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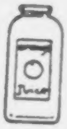

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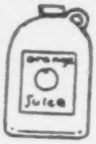

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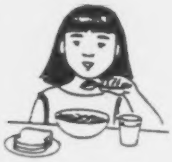

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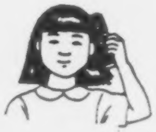

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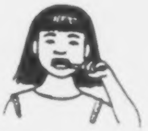

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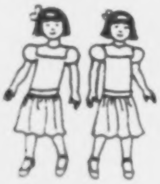

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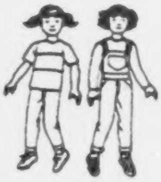

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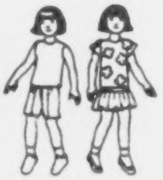

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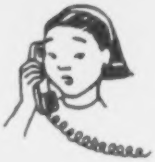

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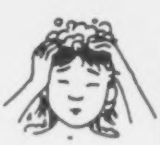

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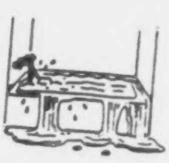

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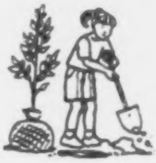

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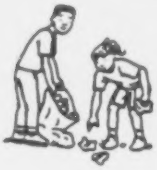

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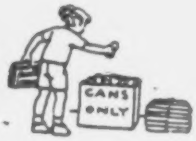

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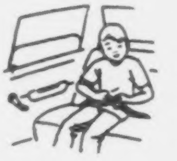

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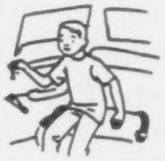

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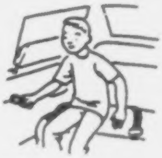

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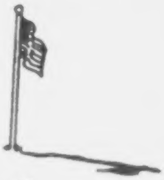

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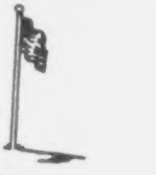

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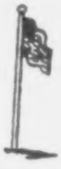

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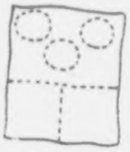

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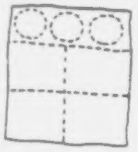

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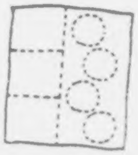

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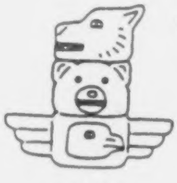

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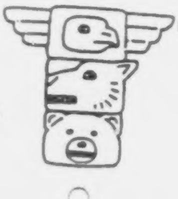

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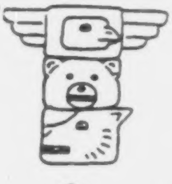

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GO ON

Appendix T
Sample Site A

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UNIT I Listening

Lesson 1: Building Listening Skills

Directions: Darken the circle under the picture that best answers the question.

TRY THIS Listen carefully to your teacher. Try to form a picture in your mind of the answer to the question. Then choose the picture that comes closest to the picture in your mind.

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THINK IT THROUGH Scott and his family went to an orchard to get fresh fruit. The apple is the only picture that is a fruit. You would find an apple in an orchard.

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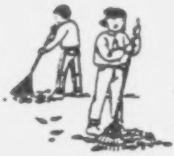
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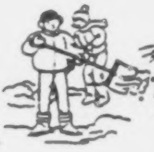
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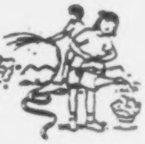
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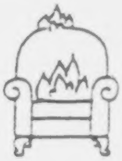
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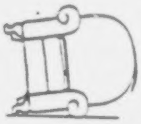
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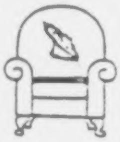
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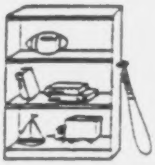
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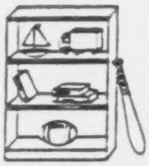
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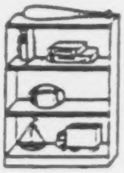
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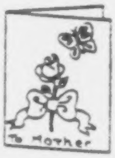

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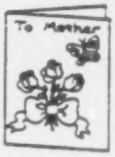

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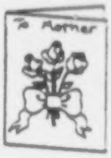

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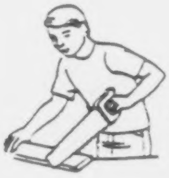
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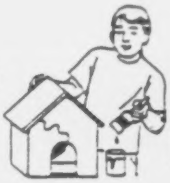
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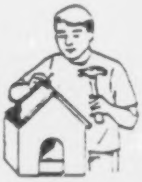
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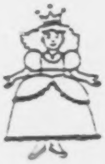
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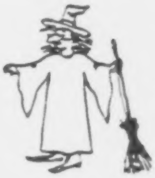
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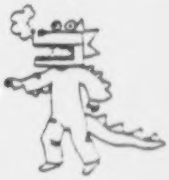
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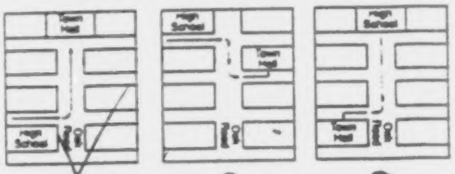

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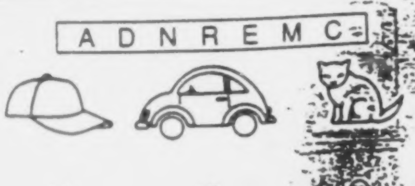

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STOP

Unit 1 Test

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Tom A. Sharpe | Sharpe Tom A. | Sharpe A. Tom

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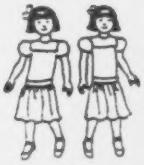
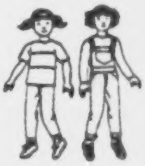

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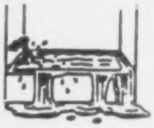

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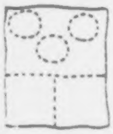
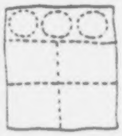
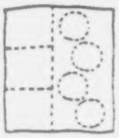

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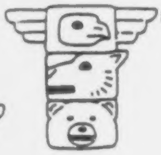
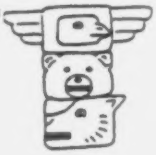

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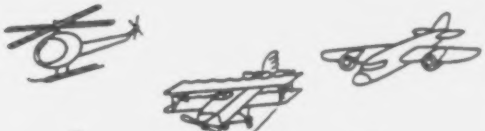

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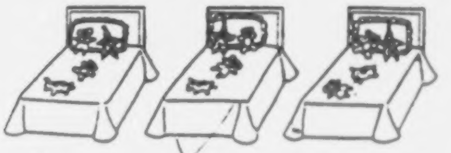

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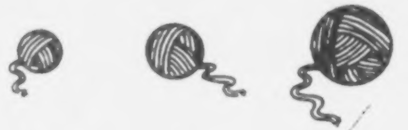

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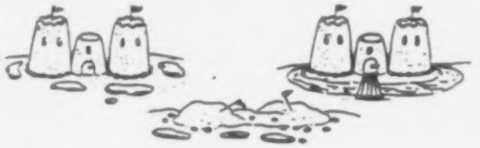

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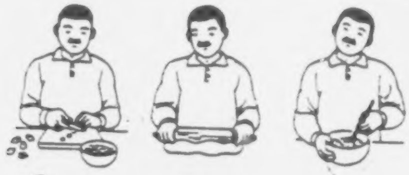

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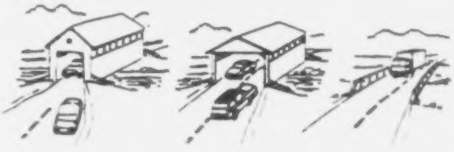

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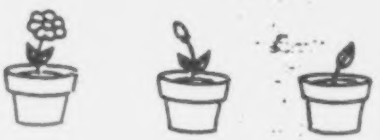

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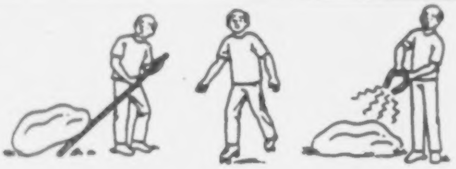

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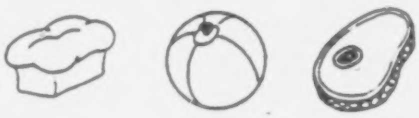

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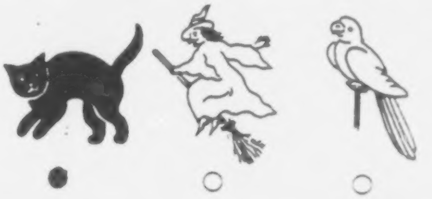

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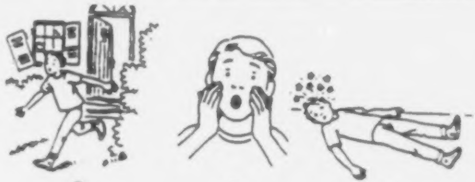

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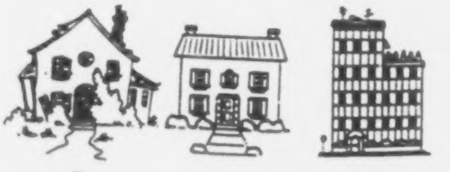

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STOP

Lesson 1: Building Listening Skills

Directions: Darken the circle under the picture that best answers the question.

TRY THIS

Listen carefully to your teacher. Try to form a picture in your mind of the answer to the question. Then choose the picture that comes closest to the picture in your mind.

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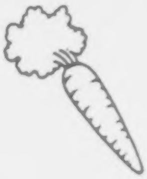

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THINK IT THROUGH

Scott and his family went to an orchard to get fresh fruit. The apple is the only picture that is a fruit. You would find an apple in an orchard.

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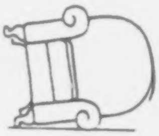

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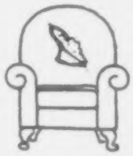

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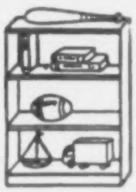

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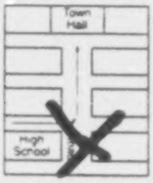

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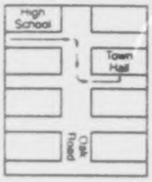

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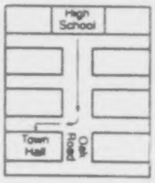

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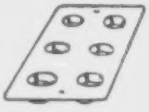
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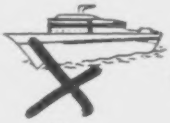
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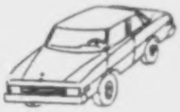
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A D N R E M C

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STOP

Unit 1 Test

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2

Tom A. Sharpe | Sharpe Tom A. | Sharpe A. Tom

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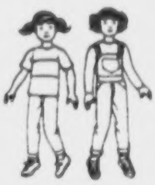
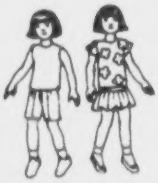

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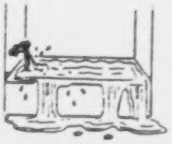

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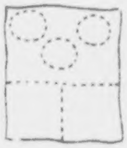
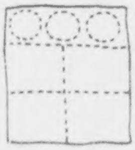
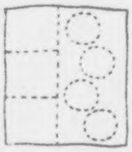

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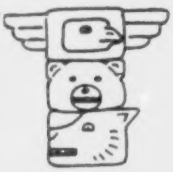

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GO ON

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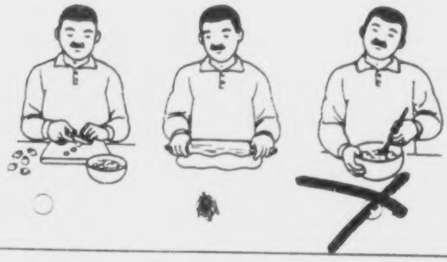

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● ○ ○

22

○ ○ ○

23

● ○ ○

STOP

Appendix V
Tally Site A

Results Iowa Gen

# Stud	wrong	avg	total	
1	3	93.02 ~~[illegible]~~	93.02	
1	5	88.37 ~~[illegible]~~	88.37	
5	6	86.04	430.20	
3	7	83.72	251.16	
median ③	8	81.39	244.17	
mode ⑦	9	79.06	553.42	
1	11	74.41	74.41	
1	12	72.09	72.09	
1	13	69.76	69.76	
1	14	67.44	67.44	
1	15	65.11	65.11	
1	16	62.79	62.79 26	

43 ~~26~~ total

2071.94

~~43~~ 26

range 30.23

mean 79.69

Appendix W
Tally Site B

Results IOWA mine

# stud.	wrong	avg.	total
1	7	82.42	82.92
3	10	75.60	~~308.68~~ 226.80
3	11	73.17	219.51
3	12	70.73	~~143.46~~ 212.19
6	13	68.29	409.74
1	14	65.85	~~39.73~~ 65.85
3	15	63.41	190.23
3	17	58.53	~~78.24~~ 175.59
1	19	53.65	53 65
= 22			1636.48 ~~total~~

mean - 68.18

median 68.29

mode -13- wrong 68.29

~~Range~~ ~~52.17~~

~~10% of 30%~~

1 to 3 41

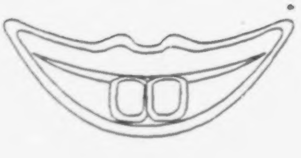
1/3 .13 41 39% Right

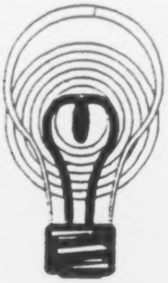
1 of 3

#.14 14 of 43

Appendix A

Listening Poem with Icons





Clear the thoughts in your head
Fold your hands and think of what's been said

Express with a look or a nod not with a word
all the things you have just heard

Keep your eyes on the speaker
Do all these and you will be a good thinker !!!

Appendix Y
Baseline Journal Activities

Listening Journal Entries
Focus and Envision

I'm thinking of a...

Flag
big flag
with a flower in the middle
a stripe down the side
a star in the corner
polk-a-dots all around
on a flag pole.

Haunted House
with a black cat in front
ghost in the window
spider on the wall
a pumpkin by the door
and a full moon in the sky.

Pumpkin
huge pumpkin
with two triangle eyes
one square nose
six mean teeth
and a tall thin hat.

Cat
sith two whiskers on both sides of the face
five legs

three tails
one pointed ear
and one folded ear.

Goblin
with a long cape
two big round eyes
fling across a half moon
drinking a can of coke
with three twinkling stars behind him.

Ghost
with a spider web on the head
spider in teh belly
circles for eyes
a bat flying overhead
and a graveyard underneath.

Monster
with one eye
one horn
long tail
filled with spots
and spikes down the back.

Scarecrow
with a striped shirt
four buttons going down the front
torn pocket
jeans with one pant leg shorter than the other

and a big black bird on the shoulder.

Vampire
with a long cape
big X on the shirt
two long fangs for theeth
a point of hair on the forehead
and boots with five laces.

Graveyard
with six gravestones
pumpkins on three
RIP on other three
broken branches on the ground
surrounded by a big iron gate.

Pumpkin Patch
with two small pumpkins
three large pumpkins with stems
curly vines coming out of the ground
big jack-o-lantern in the middle
with a cat hiding behind the jack-o-lantern.

Grocery Bag
with milk
eggs
butter
bread
and cheese

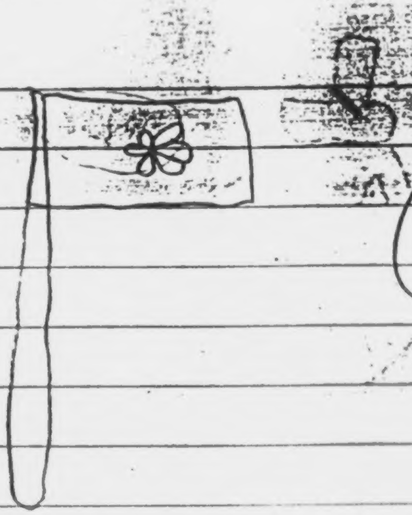
Person
with long hair
circle shaped nose
open mouth
boots
and a big floppy hat.

A Pet Shop
with a dog
cat
bird
fish
and a bug

A Classroom
with a flag
desk
calendar
pencil
and a book.

A Park
with a swing
skilde
grass
fence
and a ball.

Appendix Z
Journal Sample Site A



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10/8/9.

⑤

10/[illegible]/90

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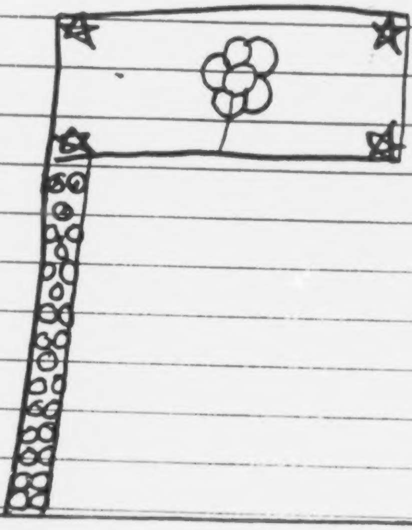

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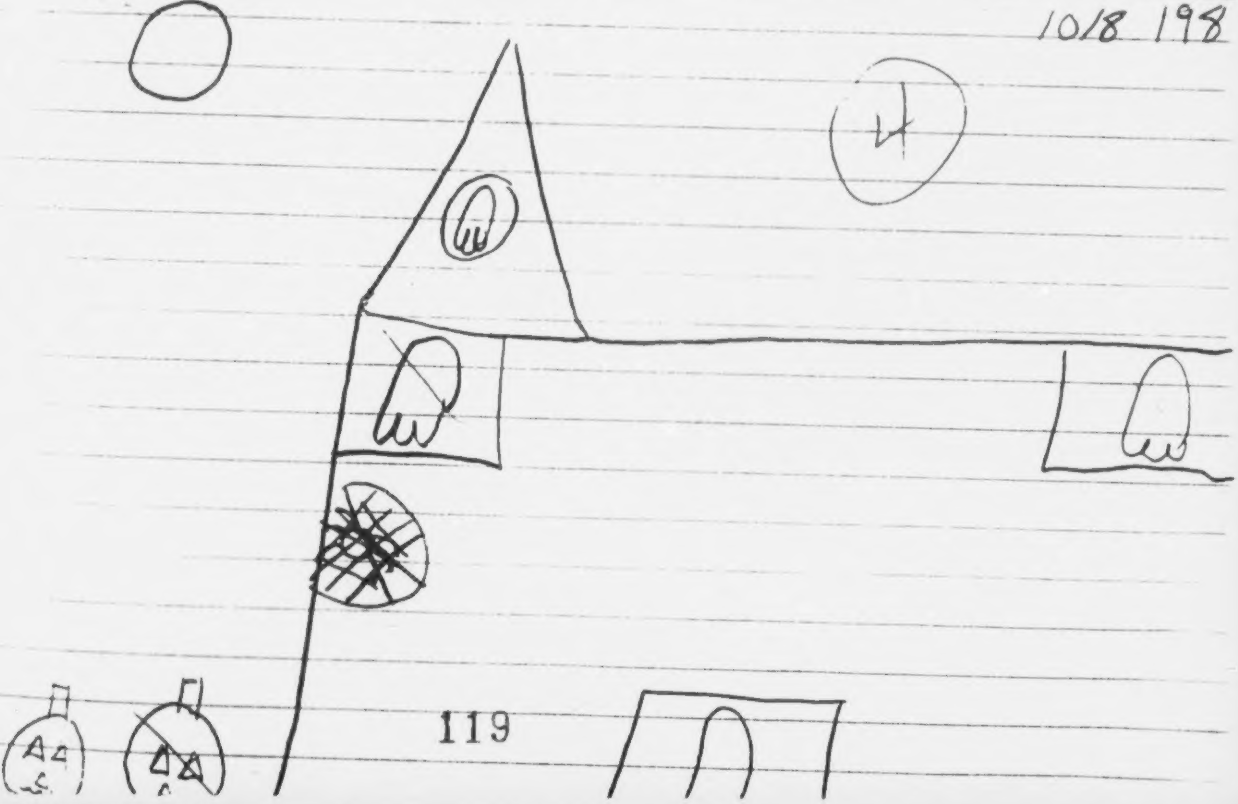

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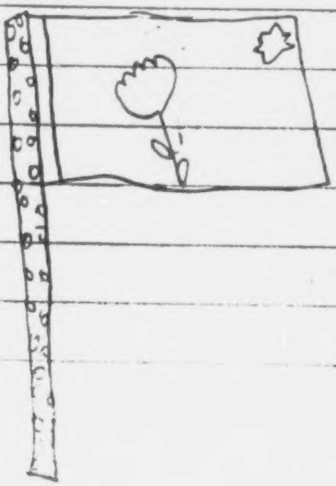

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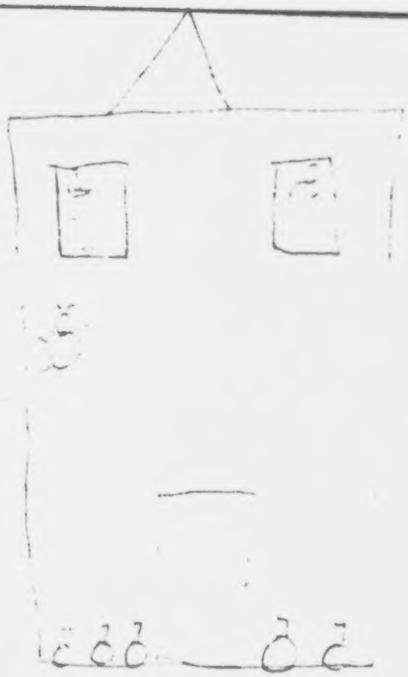

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Appendix AA
Journal Sample Site B

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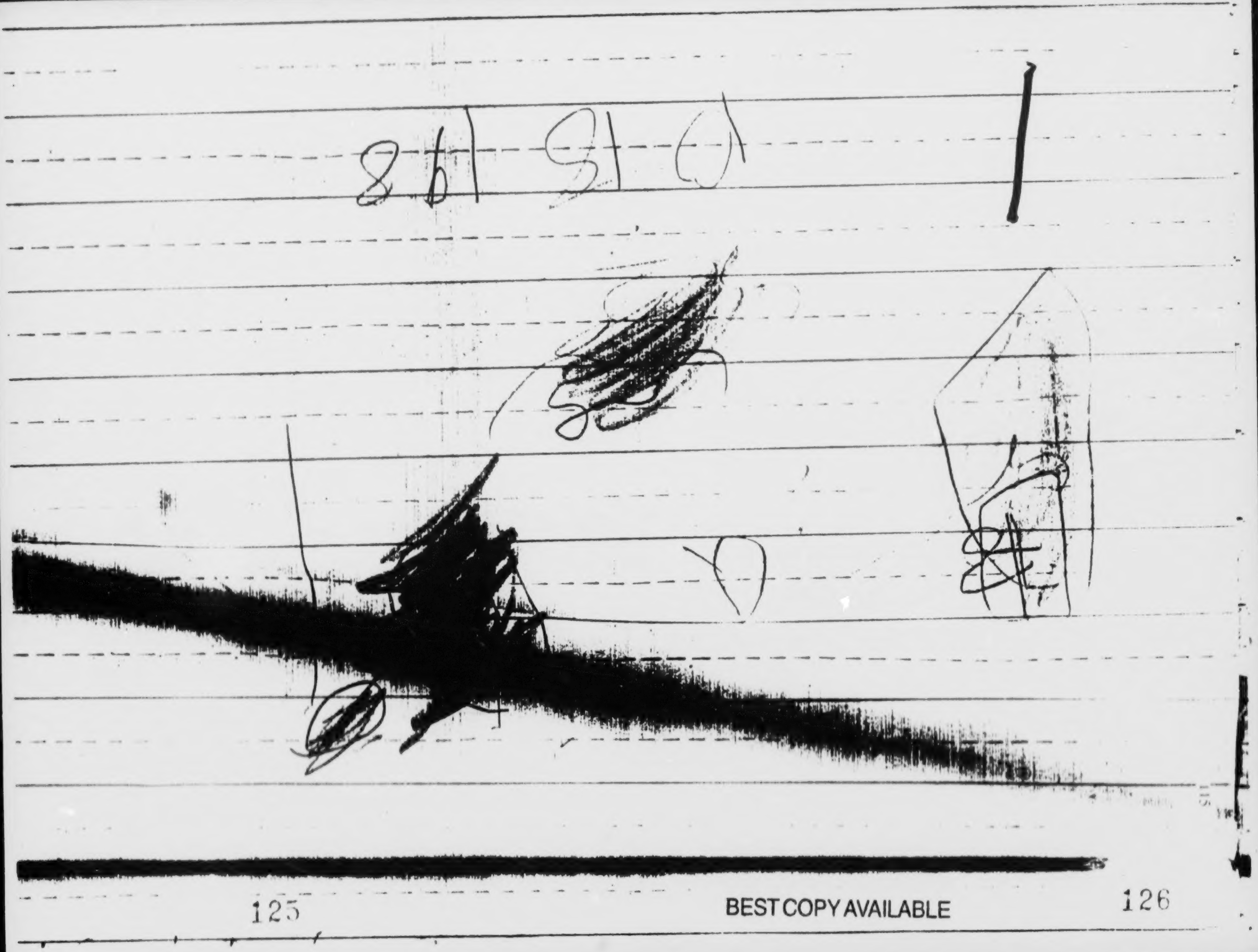
HS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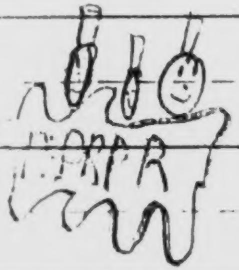

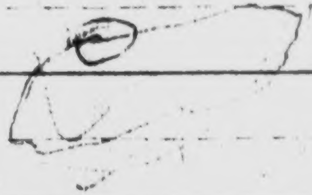

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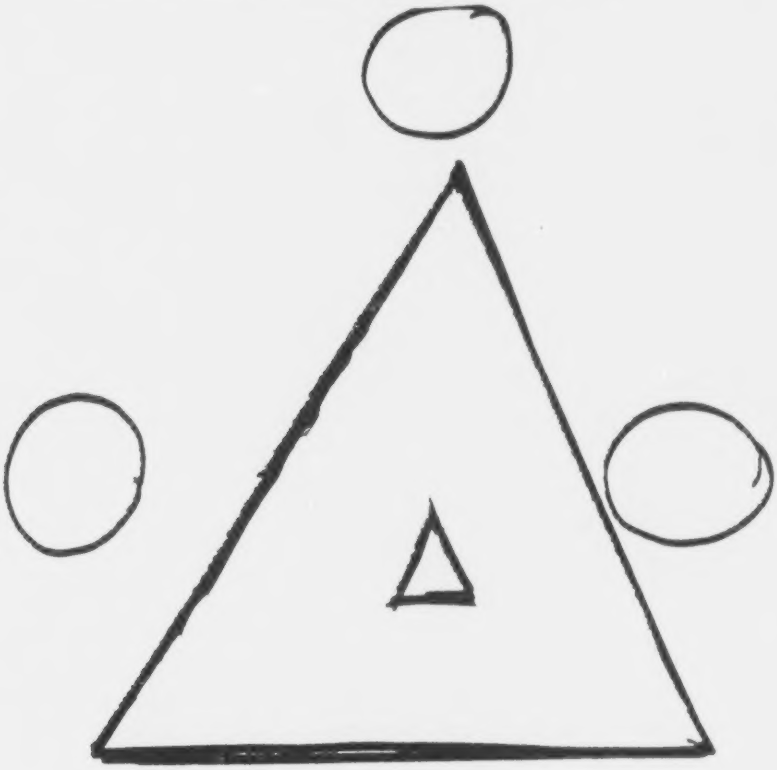
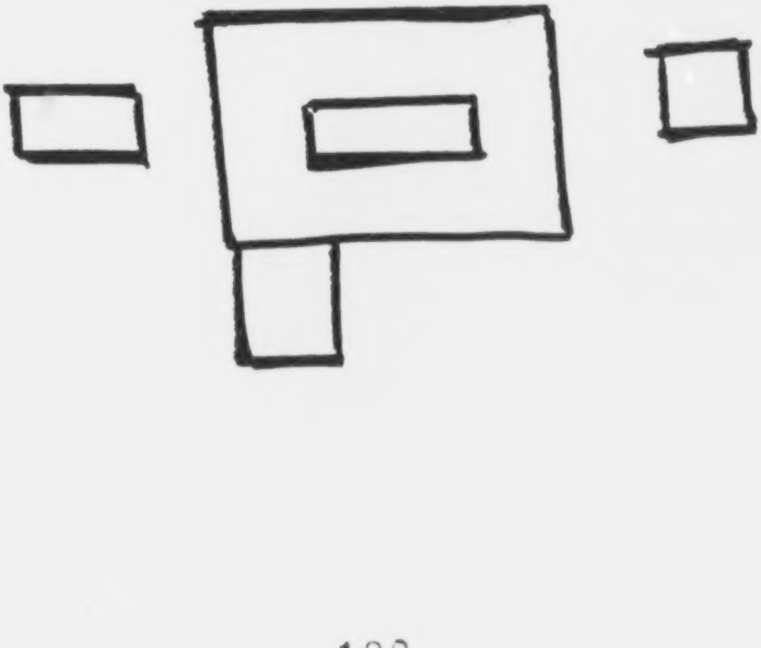
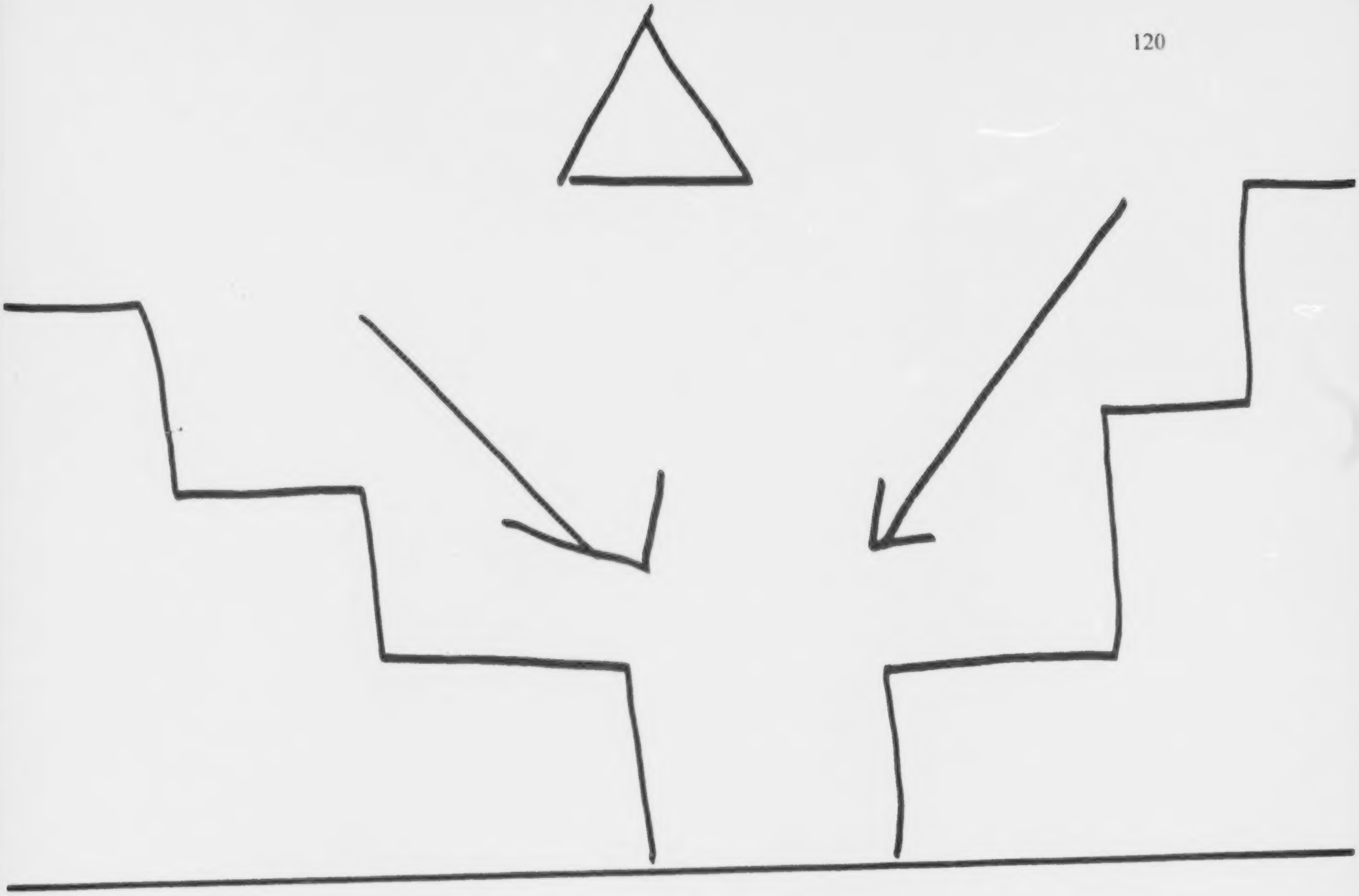
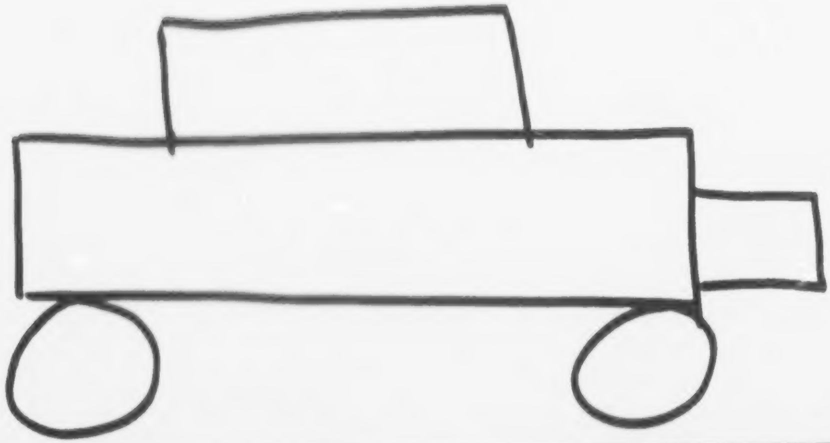
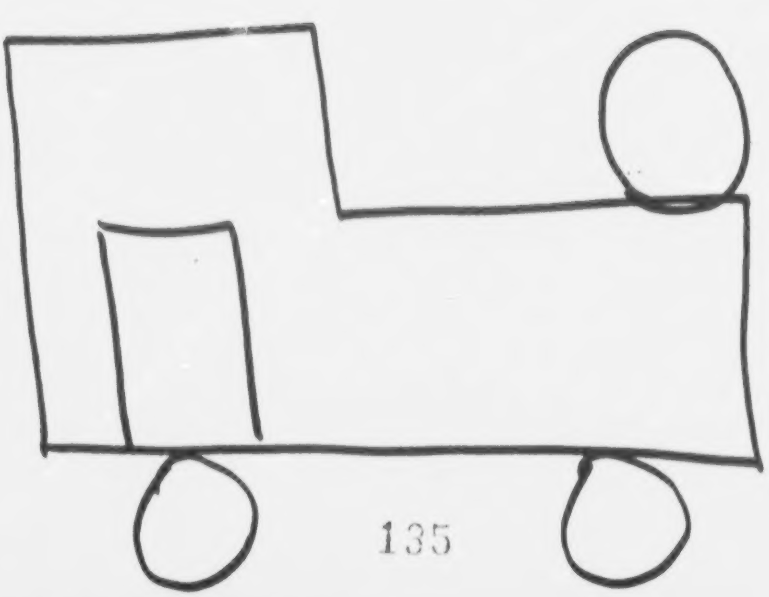
Appendix BB
Journal Entry Restating and Focusing

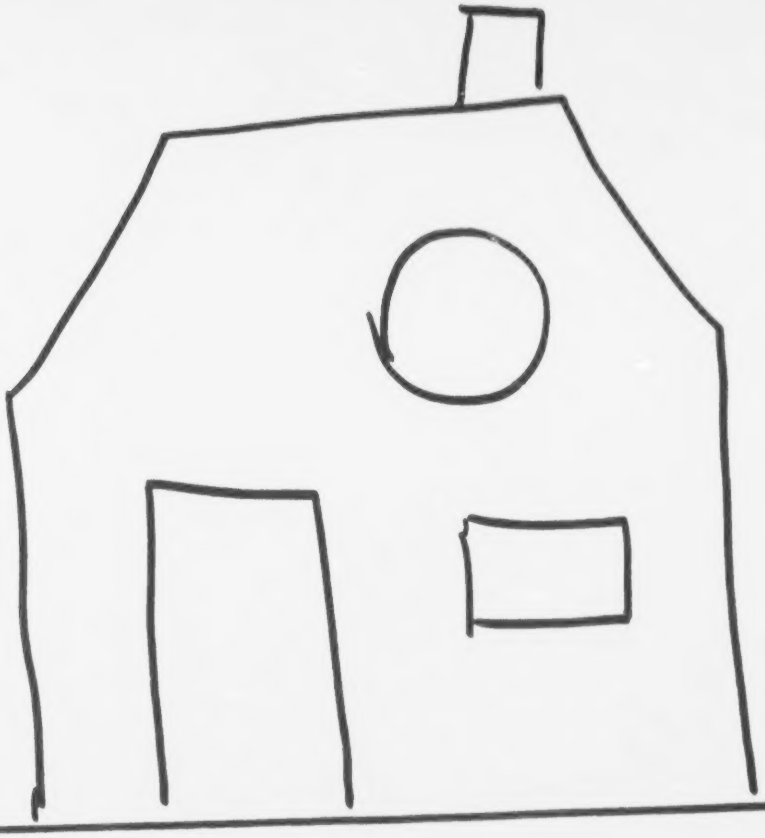


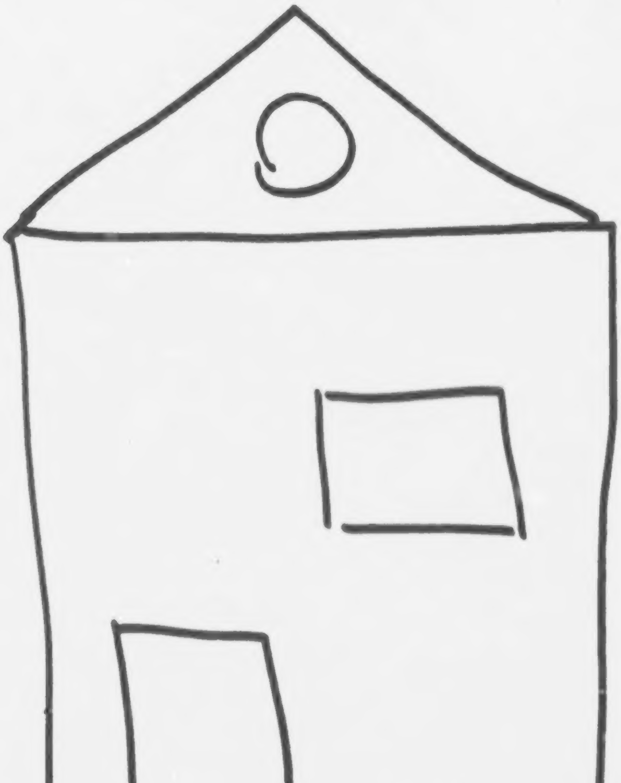


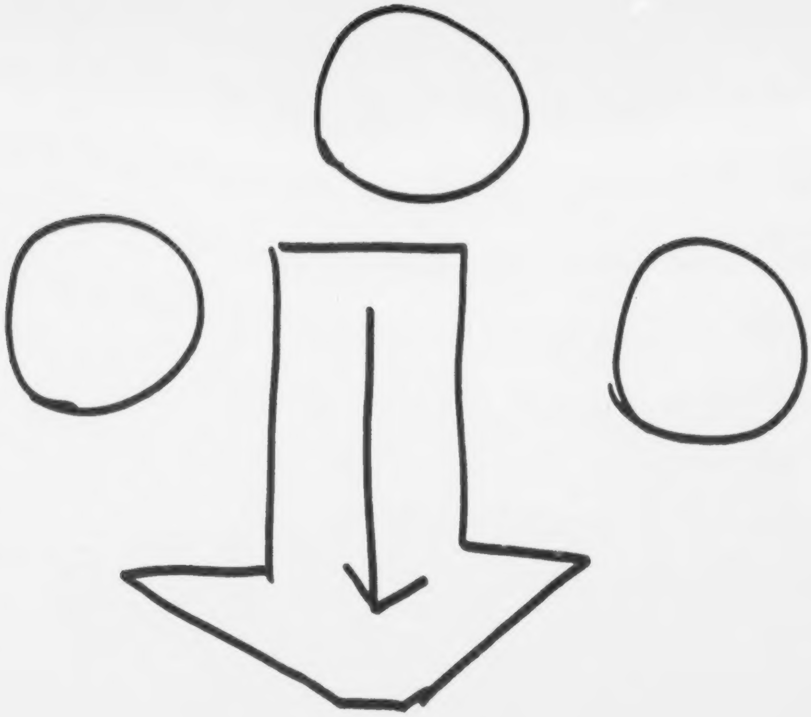


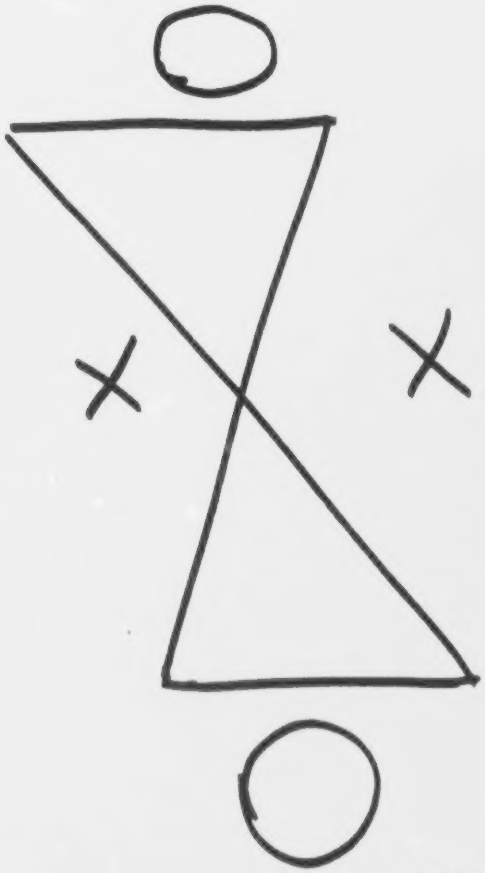


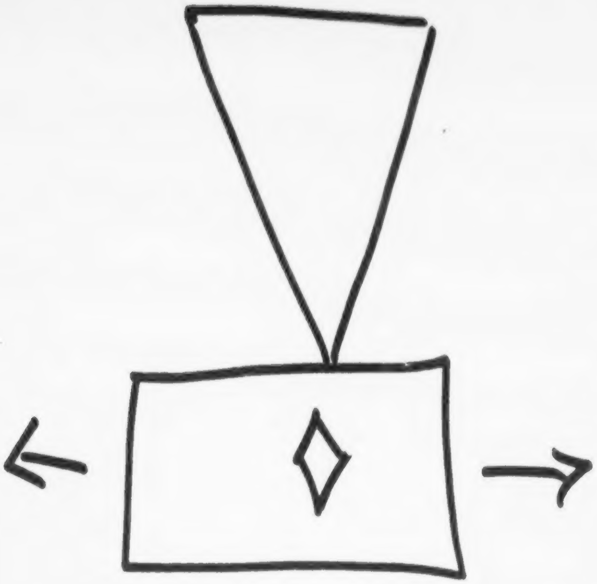


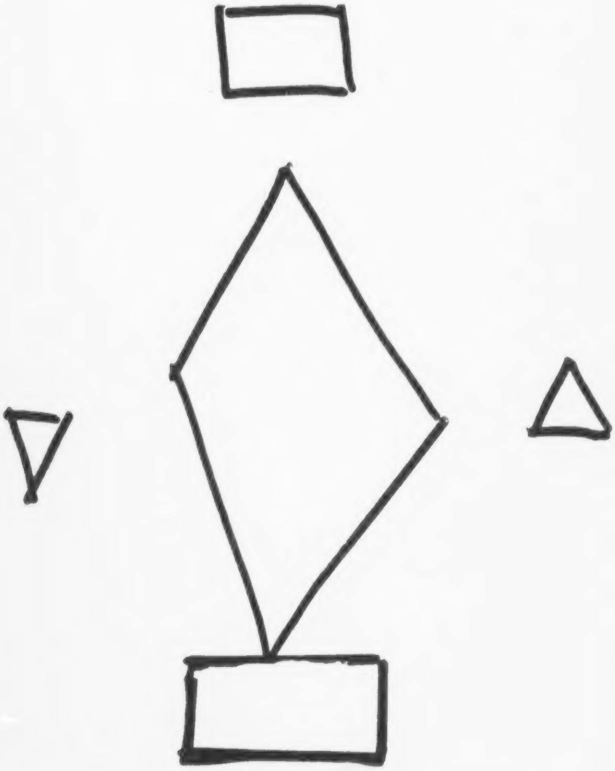


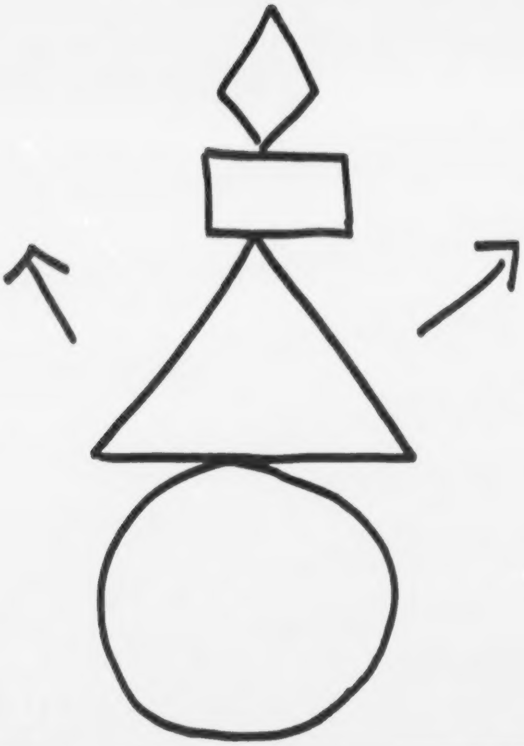


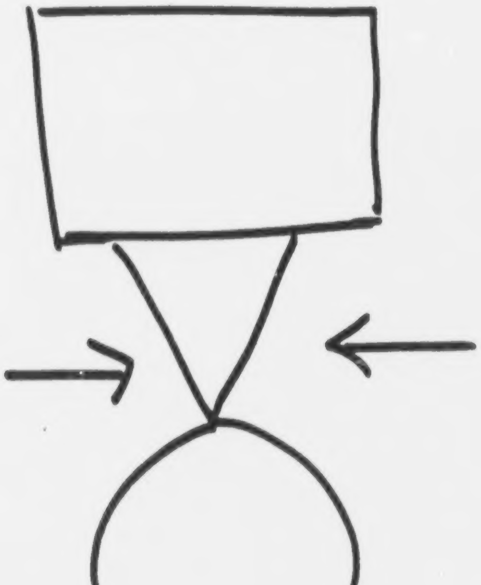


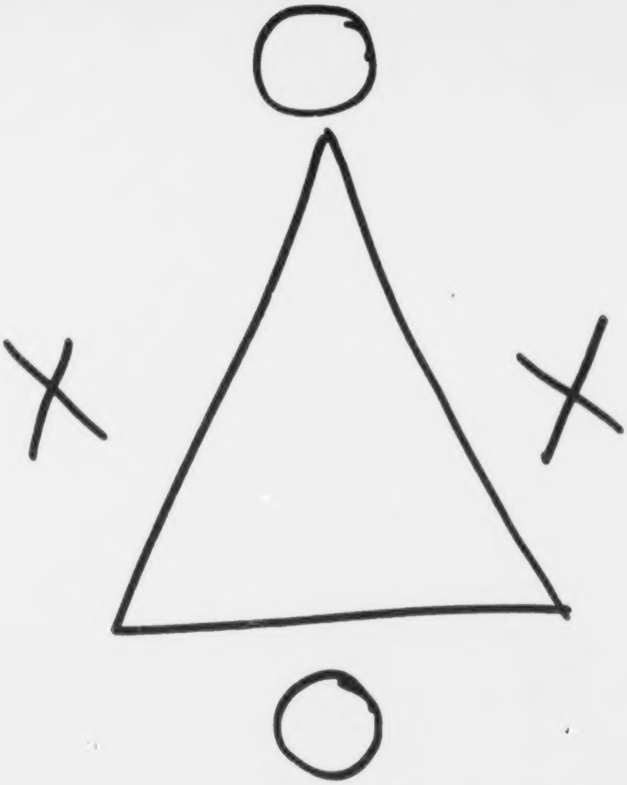


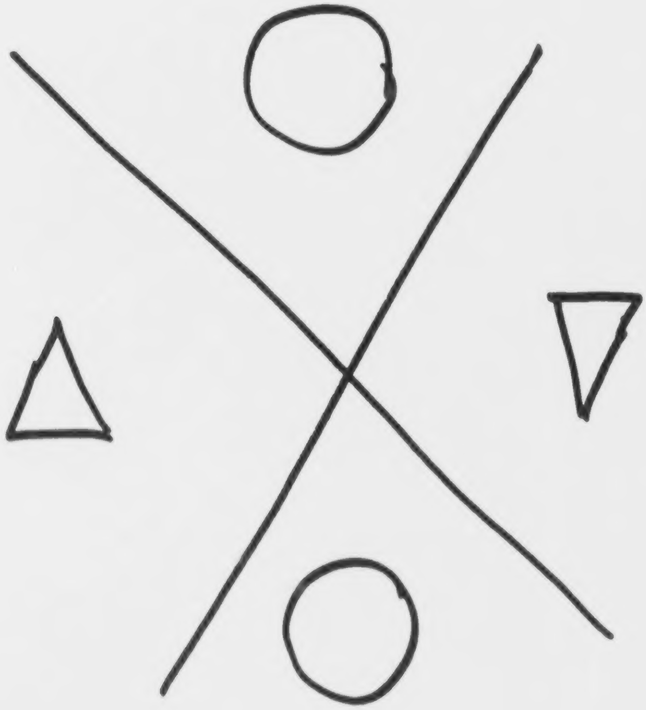












Appendix CC
Journal Entry Questioning and Body Language

Busy bee don't chase me. It chased me in my yard. down the street. past the store. across the park. and in my house.

The dinosaur was big. It was big enough to touch the top of the tree. the roof of the building. the tall street light. the top of the flag pole. and the tip of the snowy. snowy mountain.

Something is sleeping. It sleeps in my to bunk bed. in my big bathtub. in my four door car. in the third bush in front of my house. and under my three legged table.

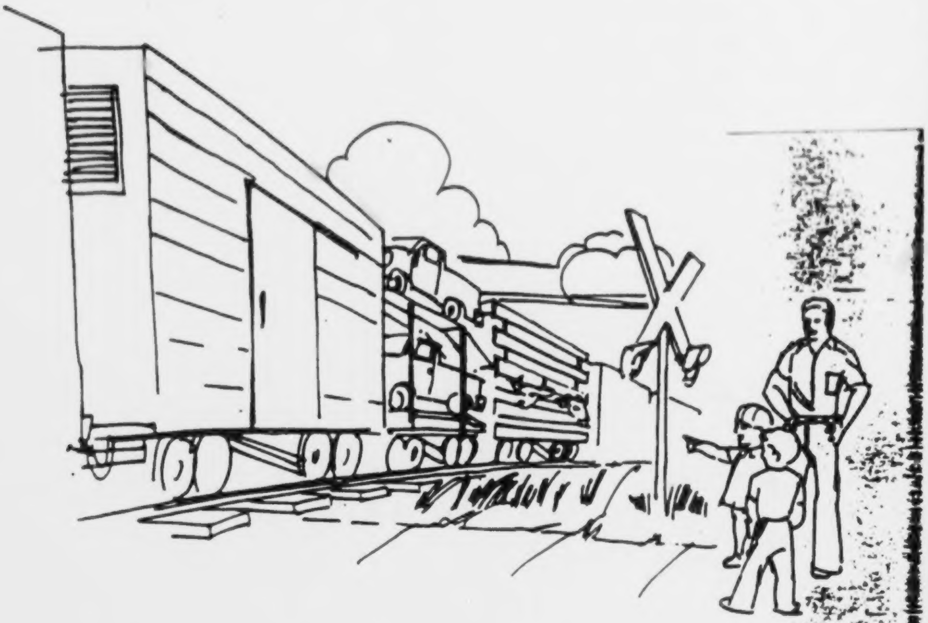
The silly mouse ran through my house. He ate a square cracker. a bowl of soup. the laces on my shoes. a piece of triangle cheese. and three chocolate chip cookies.

The baker asked. "What shall I cook?" A cake with three eggs. a cup of milk. no chocolate chips. but peanuts instead. a stick of butter. and five wrapped up candies for the top.

Appendix DD

Journal Entry I'm Listening Cues and Facial Expressions
Journal Entry Agree/Disagree Statements and Silence
Journal Entry Responding and Eye Contact

A Long Train



"Hurry, here comes the train," called Pam.
"It has so many cars!
What could be in all those cars?
I would like to ride on that train."
"That is not a train for people," said
Daddy.
"But it brings things people need.
Some cars carry food.
Some cars carry trucks.
Some cars carry animals.
The cars carry all kinds of things to the city.
They carry things we need to live in the
city."

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A Long Train

✏ another good name for this story.

A Long Ride

Many Kinds of Cars

✏ yes or no.

Is this a train for people?

Yes [✓ No]

✏ The cars carry . . .

☐ food. ☐ trucks. ☐ people.

🖍 a train.

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A Train Ride

Daddy said, "This is our train.
We will ride in it all day.
It will take all day to get to the farm.
Here are our seats.
We will put our bags up here."
"Where is Jake, Daddy?" asked Sam.
"He is not with us!"
Daddy said, "I had to put him in a dog cage.
The cage is in another car.
Jake is in another car with other animals.
We will get him when we get to the farm."

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A Train Ride

✏ another good name for this story.

[✓ Where Is Jake?]

At the Farm

✏ Jake is . . .

☐ with Sam. ☒ in another car.

✏ Jake is . . .

a cat. [✓ a dog.]

✏ Jake in his cage.

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(3)

A Train Helper

Mother said, "That man is the train helper.
He will take our tickets.
He will tell us when we get to the farm.
He will tell us when it is time to eat."
The man said, "Hello, children.
Do you like this train ride?"
"Oh yes!" said Pam.
"But we are getting hungry."
The man said, "That car up there is the dining car.
It will be lunch time soon."

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A Ride at the Farm

"Would you like to ride, Pam?" asked Grandpa.
"You can ride on the tractor with me.
I have lots of work to do.
My tractor helps me do the work.
Look behind the tractor, Pam.
Do you see the little rows?
The tractor makes little rows in the dirt.
Tomorrow, I will plant corn.
I will put corn seeds in the little rows of dirt."

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Time for the Pigs

"Come on, Sam," said Grandma.
"You can help me feed the pigs."
"I don't think I like pigs," said Sam.
"They get too dirty!
They play in the mud."
Grandma said, "Pigs are not dirty, Sam.
Pigs like to stay clean.
When they get hot, they like clean water.
They like to sit in clean water to get cool.
If there is not water, they must sit in mud.
But we have lots of clean water for our
pigs."

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✏ another good name for this story.

Sam Gets Dirty

Clean Pigs

✏ Pigs like to be . . .

☐ dirty. ☒ clean.

✏ Pigs sit in mud to keep . . .

dirty. [✓ cool.]

✏ the pigs eating.

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(b)

Eggs from the Farm

"Let's go get some eggs," said Grandma.
"Is it a long way to the store?" asked Pam.
Grandma said, "We don't go to the store for eggs.
We get the eggs from our hens.
Over there is the hen house.
Each hen lays one egg a day.
She lays one egg a day in her nest.
There are lots of nests in the hen house.
Let's go see how many eggs we can find today."

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"Grandpa, your cows eat and eat," said Sam.
"They just eat grass all day.
Don't they like to play?"
Grandpa said, "Eating grass is fun for cows.
They like to eat all day.
And I like for them to eat, too.
Lots of green grass helps my cows give good milk.
Good white milk to drink!
And good cream for ice cream!"
"Oh boy, Grandpa," said Sam.
"I am glad those cows eat so much!"

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✎ another good name for this story.

Grandpa's Cows

Eating a Good Breakfast

✎ Eating grass helps cows give good . . .

cake. [✓ milk.]

✎ Cows give ☐ chocolate ☒ white milk.

✎ a cow eating grass.

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A Good Farm Dog

Grandpa said, "I think Jake likes the farm.
He would make a good farm dog.
He barks at the cows.
He runs after them.
He helps me bring them home to the barn.
Yes, I would like a dog like Jake.
Do you think Jake could live here?"
"Oh no, Grandpa!" said the children.
"Jake is a good farm dog.
But he is a good city dog, too.
He is a good anywhere dog!"

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A Good Farm Dog

__✏ another good name for this story.

A Cow Got Out

Jake Helps

✏ Jake helps by . . .

being a good pet.

going after the cows.

✏ Jake is a good . . .

☒ dog. ☐ cow.

✏ Jake and the cows.

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(٦)

A Sad Time

(4)

"Oh, Daddy, look at my toy truck!" said
Nancy.
"My new toy truck!
You ran over it.
Now it is no good!
It will not go at all!"
Daddy said, "I am sorry, Nancy.
But you must put your toys away.
I have told you to put your toys away.
This is your toy.
And you must take care of your toys.
You did not take care of this one!"
Nancy said, "I will never do that again!"
I will take my toys in the house.
I will put them away!"

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A Sad Time

✏ another good name for this story.

[✓ Take Care of Toys]

A New Toy

✏ Nancy is . . .

happy. [✓ sad.]

✏ Daddy ran over the new . . .

☐ ball. ☒ truck.

🖍 one of your toys.

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Sam Feels Mad

Mother said, "Come in the house, Sam.
Come in the house now.
You may not fight.
I do not like to see you hit Bill.
I know you are mad.
It is all right to feel mad.
But it is not all right to hit and fight.
When you stop feeling mad, you can play.
I don't think you want to play now."

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Sam Feels Mad

✏ another good name for this story.

Friends Work Together

[✓ No Fighting]

✏ It is all right to . . .

[✓ feel mad.] fight.

✏ It is not all right to . . .

☐ play. ☒ hit and fight.

✏ Sam playing.

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Try Again!

"Oh, Mother. I can't ride this bike!" said Pam.
"I try and try.
But I always fall down.
I wish I was grown up.
Then, I could do what I want to do!"
Mother said, "I know how you feel, Pam.
Some things are hard for grown-ups to do, too.
But you must try again.
You will try and try.
One day you will have a surprise.
One day you will try, and you will not fall!"

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Try Again!

✎ another good name for this story.

Hard for Pam

A Good Bike Ride

✎ Pam is almost ready to . . .

☒ give up. ☐ yell for help.

✎ Pam wishes she was . . .

little. [✓ grown up.]

✎ Pam on her bike.

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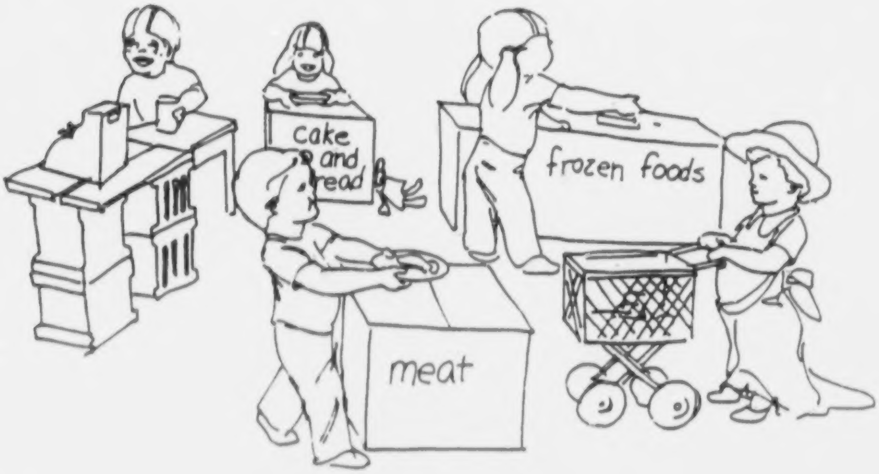
T2

We Play Store



The children wanted to build a store.
They put all kinds of food in it.
Bill put cans on one shelf.
Nancy put bread and cakes on another shelf.
Pam put cold things in a box.
Sam put all kinds of meat on a table.
"Now we are ready," said the children.
"You can come and shop now, Mary.
We have all that we need."
Mary said, "I don't have all that I need.
I need money!
I need money to buy food at the store!"

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We Play Store

_✏ another good name for this story.

[✓ Money for the Store]
A Good Lunch

✏ Pam put cold things . . .

☐ on a table. ☒ in a box.

✏ Mary does not have . . .

[✓ money.] fun.

_🖍 what you like to buy at the store.

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Appendix EE
Partner Listening Lesson

Partner Listening
A Surprise for Boris!!!

Targeted Listening Skills: Restating (verbal) and Focus (non-verbal)

Targeted Intelligence: Verbal linguistic, interpersonal, intrapersonal, and visual/spatial

Objectives:
Students will listen and restate a partner's directions to create a drawing.

Students will focus on what is being said by making a mental image of the instructions and drawing this image on paper.

Materials:
Partner clues
Various pre-drawn Boris surprise drawings
Sketching paper

Motivation:
Students on the right side of the room will pair up with someone on the left side of the room by listening to three teacher clues about another student, restating the clues to the teacher, and using these clues to find their partners.

Procedure:
1. Once paired students will be given roles. Those partners from the right side of the room will be given the role of speaker. The partner from the left side of the room will be assigned role of listener.
2. The listeners and speakers will sit back to back.
3. Speakers will be given a sheet of paper with a Boris surprise drawing.
4. These speakers will be instructed to keep the paper hidden from the listeners at all times.
5. Partners with the roles of speakers will be told that they will be giving directions so that the listeners can draw a picture to match Boris's surprise.
6. Speaking partners will be told that they must give directions orally only, not providing any physical gestures or eye contact.
7. Listeners will be given a blank sheet of paper and instructed to focus on the speakers' directions.
8. As the speaker gives directions, the listeners will first focus on what has been said by envisioning the speakers' words, restating the instructions to confirm, and then drawing out the mental picture.
9. This exchange of directions, focusing, restating, and drawing will continue until the partner pairs believe the listener has finished the drawing.
10. At the end of the listening/drawing session, partners will come up to the front to compare the original picture to the drawn picture.

11. Listeners will explain their drawings by providing reasons for drawing surprises a particular way.

Evaluation:
The teacher will evaluate by listening as partners restate directions.

The teacher will evaluate by listening as partners confirm directions.

Evaluation will take place by watching as students draw what they hear.

Evaluation will take place by listening to explanations of drawings.

Appendix FF
Listen to These Mix-Ups!

Listen to These Mix-Ups!

Targeted Intelligences: Verbal Linguistic - Intrapersonal - Interpersonal - Visual Spatial

Targeted Listening Skills: Questioning - Body Language

Objectives: Students will work in groups, using their three ring notebooks, to create words ending in -nd and -nk, by following the whisper and cooperation rules

Students will actively listen, using questioning and body language skills, to recall groups' found words as presented.

Materials
3-ring notebooks
recording sheets

Steps
1. Students will arrange themselves in groups of three
2. One student will be assigned role of "recorder," another the role of "flipper," and the third person the role of "verifier."
3. The "flipper"in each group will flip through his or her three ring notebook to find words that end with the -nd and -nk sounds.
4. "Verifiers" in each group will check to see if the flipper's word is in fact a "real" word, one that the group can define, by questioning group members and asking to define or give examples of the found words.
5. The "recorder" will record all real words on a piece of distributed paper.
6. After the word search part of the activity, groups will present their findings to the class.
7. Class members will be instructed to listen using body language
8. Members of the class will raise their hands upon hearing a new word read by a group
9. Teacher will wrap-up by holding a class discussion on the effectiveness of the active listening skills, questioning and body language, during this activity.

Evaluation
Teacher will evaluate by observing group members' use of social skills.
Teacher will evaluate by observing students' use of questioning and body language

Appendix GG
I'm Listening

I'm Listening!

Targeted Intelligences: Visual spatial- Intrapersonal - Interpersonal

Targeted Listening Skills Focus - Restating - I'm Listening Cues - Facial Expressions

Objectives Students will use previously learned active listening skills, restating and focusing, to reiterate and clarify partner stories

Students will use "I'm listening" cues and facial expressions to show the speakers they are listening

Materials:
listening picture logs
blank paper

Steps:
1 Students will arrange themselves in groups of three
2 Students will take turns alternating roles of "speaker," "listener," and "observer."
3 Speakers will tell about the happiest day of their lives
4 Listeners will listen by giving "I'm listening cues," the use of facial expressions, restating, and focusing
5 Observers will watch listeners for the use of active listening skills and place a tally mark on the icon matching the skill each time the skill is observed
6 After all group members have played each role, the groups will draw out a scene of each speaker's happiest day with as many details as remembered
7 Groups will share picture with explanations and tallied observation sheets with the class
8 A class discussion will be held about the following questions
  1 While you were observing, what skill seemed to be used the most?
  2 While you were listening, which skill was the easiest to use? Why?
  3 While you were speaking, did you feel you were being listened to? Why or why not?

Evaluation:
The teacher will evaluate by observing use of tally marks and active listening skills
The teacher will evaluate by listening to answers given during discussion time

Appendix HH
A Baking Disaster

A Baking Disaster
Listening and Sequencing

Targeted Intelligences: interpersonal, intrapersonal, mathematical/logical, and verbal linguistic

Targeted Listening Skills: agree/disagree statements and silence

Materials:
Book The Cake Baking Disastrous Day'
copies of sequencing items from the story
scissors
glue
white construction paper

Motivation
The students will listen to the final verse from "There Was an Old Woman who Swallowed a Fly." After listening to the verse one time, they will try to remember what was swallowed first and so on. Students will listen to others' responses and agree or disagree until a classroom consensus is reached.

Procedure
1. Students will recall previous active listening skills, focus and restating, by explaining the use of these skills in their designs of a "Surprise for Boris."
2. The teacher will explain the new skills silence and and disagree/agree statements and model how these skills are used.
3. The class will be told to use silence and focusing skills to listen to a teacher read story.
4. Students will focus on what they hear by making a mental picture of events in the story.
5. At stopping points, students will be asked to restate events.
6. After the story, students will be given a sheet of paper with pictures of items from the story.
7. As the story is read again, individually, students will arrange the items to match the sequence of events as they are heard during the reading.
8. Students, in groups, will discuss their findings after the second reading.
9. Students will listen to others by using agreeing and disagreeing statements.
10. Groups will be given a new worksheet in which they will first agree through discussion the correct sequence of items, then cut, color, and glue these items in the order heard from the story.

Evaluation
Students will be evaluated through observation of silence during the story.

Agree and disagree statements will be evaluated by watching and listening as students organize items individually.

Restating will be evaluated by listening to student responses at stopping points.

Appendix II
Oh Say Can you Hear that Game!

Oh Say Can you Hear that Game?

Targeted Intelligences: Bodily/kinesthetic, verbal/linguistic, and interpersonal

Targeted Listening Skills: Responding and Eye Contact

Objectives:
Student will listen to the reader using the active listening skills, silence, focus, body language, facial expressions, and eye-contact.

In groups of three, students will be given a set of words in which they will decide on sounds by using active listening skills questioning, I'm listening cues, and agree and disagree statements to interject during the reading.

Materials:
The Big Game

Steps:
1. Students will be asked to recall previously taught listening skills and demonstrate these listening skills.
2. The teacher will explain new listening skills, eye-contact and responding and model these skills for the students.
3. Students will listen to The Big Game using eye-contact, silence, focus, body language, and facial expressions.
4. In groups of three, students will be handed picture cards from the story. Groups will be asked to use disagree and agree statements to create sounds for their picture cards.
5. After creating sounds, students will listen to the story again, this time responding by interjecting their sounds as they hear their picture card being mentioned in the story.
6. Students will discuss how they felt about using the new skills and how the use of these skills compares with that of previously taught skills.
7. Students will be asked to brainstorm other situations in which eye-contact and responding can be used.

Evaluation
Teacher will evaluate by watching for eye-contact during the reading.

Teacher will evaluate responding by listening to groups correctly interjecting their sounds.

Appendix JJ
Fishbowl Review

Fishbowl Lesson

Review

Hook: Two students will sit in the front of the room facing each other. One student will tell of a cheerful event in his or her life. The other student will be instructed to ignore the speaker, by turning his or her head, tapping, humming, and looking away.

Teach: Students will be asked to categorize the listener as displaying good or poor listening skills (poor). After the decision is made through a show of hands, students will brainstorm various characteristics of a poor listener. Ideas will be listed on the board by the teacher under a category entitled "poor."

Practice: The two students will switch roles. This time, the listener will display what they know from the previous active listening lessons to be good listening skills.

Reflection: Members of the class, after watching the second role play, will reflect previous teachings to identify displayed active listening characteristics displayed by the listener. The teacher will record these identifications on the board under a category entitled "good."

Transfer: Students will record in their listening journals responses from daily listening activities using the active listening skills listed under the "good" column.

Appendix KK
Site A
"L" Section of the K.W.L. Chart

Table 4

K.W.L. Lesson Plan Results of Student Responses From Site A

What do you know about active listening?	What do you want to know?	What have you learned?
a good listener	behave	It is important to have eye contact.
pays attention	self-control	Be quiet. Don't talk while others are talking.
gets good grades		Nod head to show you are listening.
good behavior		think
does all his/her work		body gestures
a good reader		restating what has been said/summarize
listens to mom		ask questions
knows multiplication facts		focus
knows how to add and subtract		
listens to the teacher		

Appendix LL
Site B
"L" Section of the K.W.L. Chart

Table [illegible]

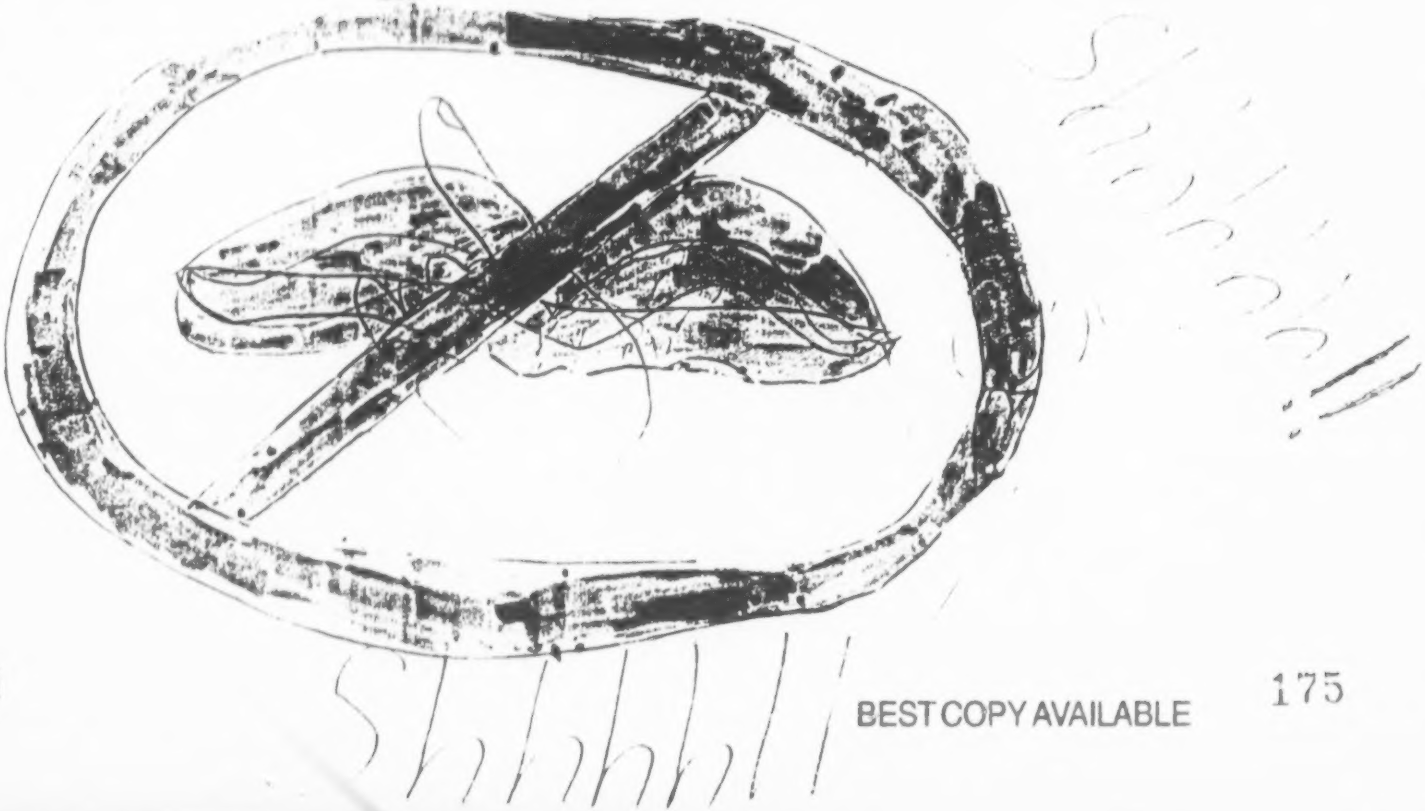
K.W.L. Lesson Plan Results of Student Responses From Site B

What do you know about active listening?	What do you want to know?	What have you learned?
good (not skill)	How can you be a good listener?	watching
do your work (not skill)		head nodding
bring your supplies (not skill)		focus
watching (eye contact)		disagree/agree
not talking (silence)		silence
staying in your seat (rule)		restate
bringing school supplies (not listening)		cues
		smiles
		frowns
		questioning
		follow directions
		umm/hmm
		respond

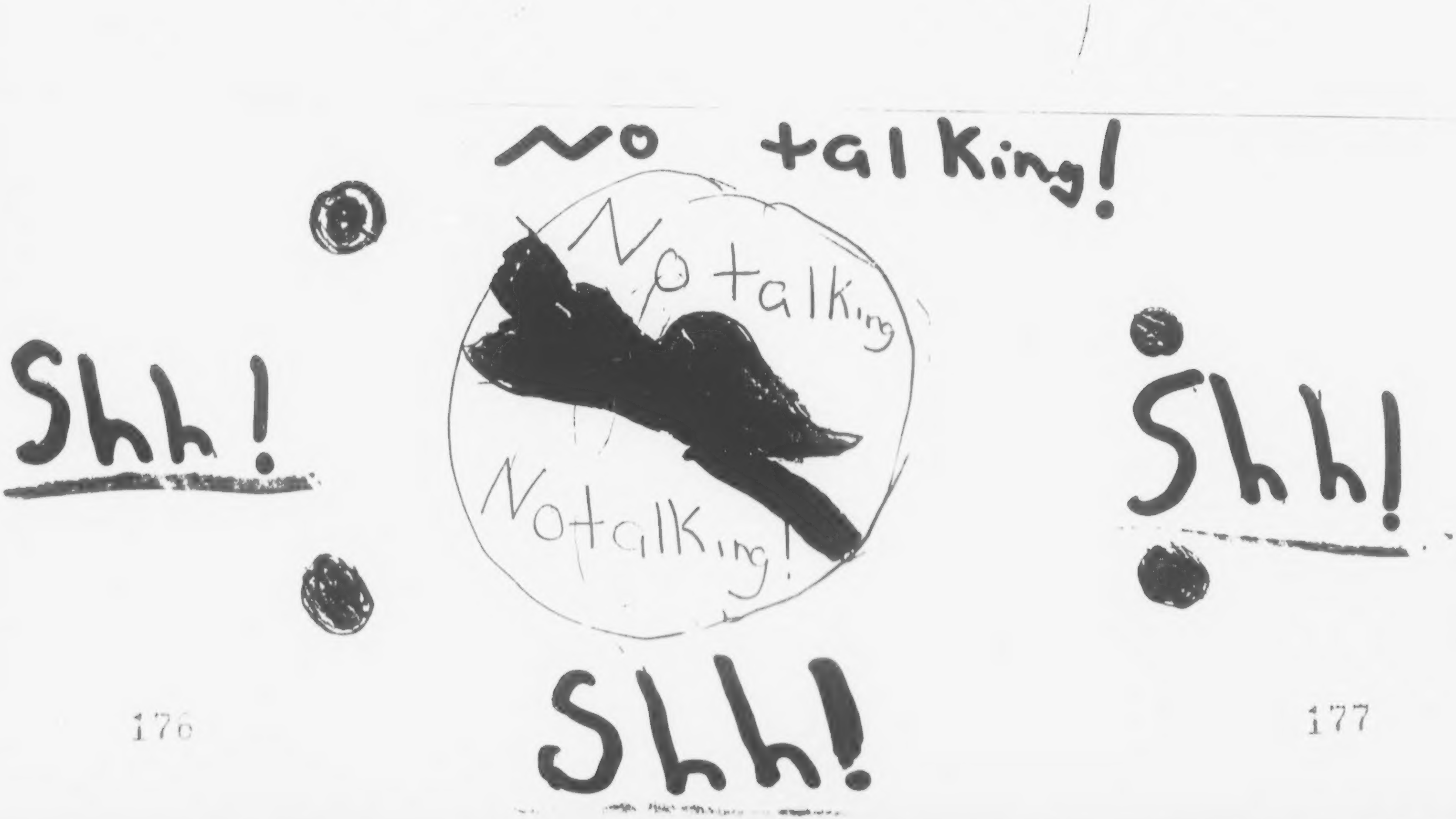
Appendix MM
Site A
Student Listening Choices

172

173

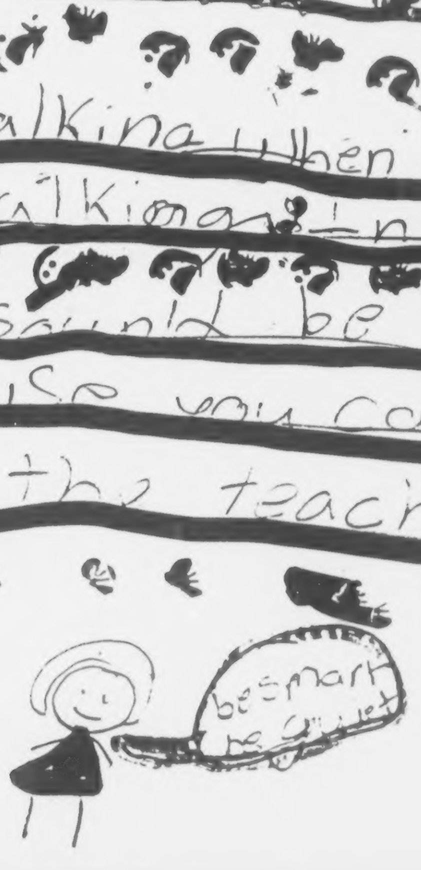

Shhhhh!!
Shhhhh!!

BEST COPY AVAILABLE

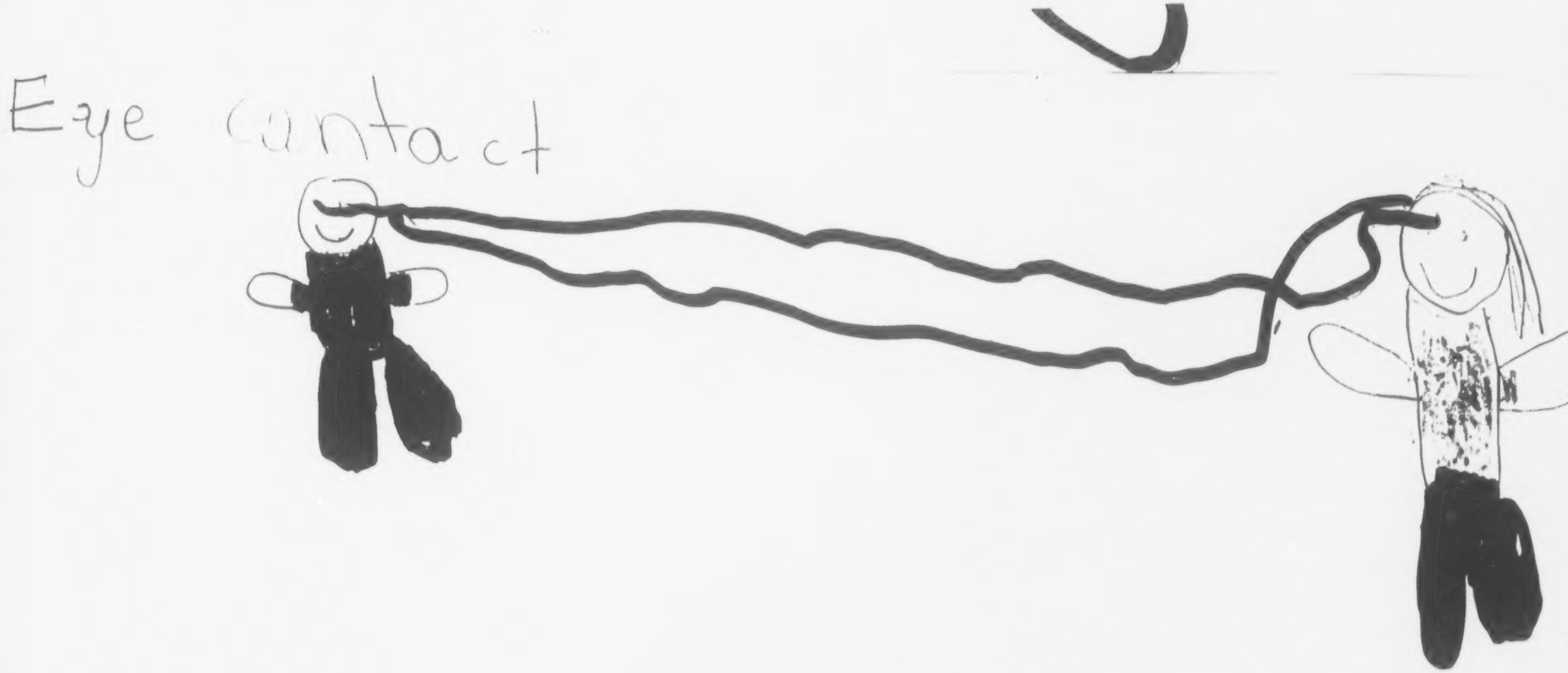

No talking!
Shh!
No talking
No talking!
Shh!
Shh!

I'm Cool because I am quiet

No talking when teacher is talking in school you should be quiet because you can't hear the teacher



Emmanuel
no talking



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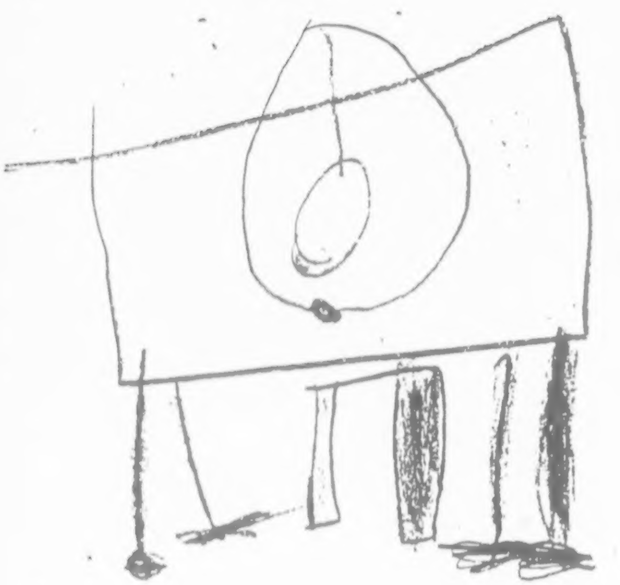
Appendix NN
Site B
Student Listening Choices

focus



lean forward

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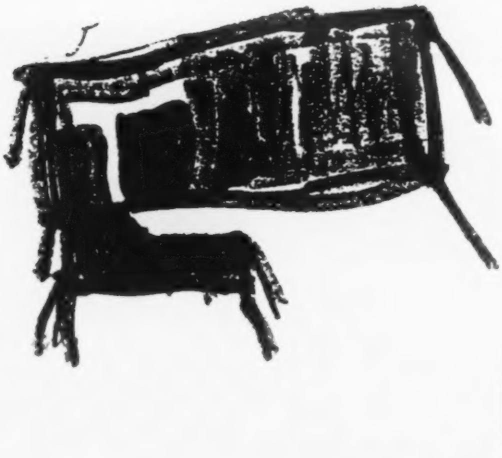
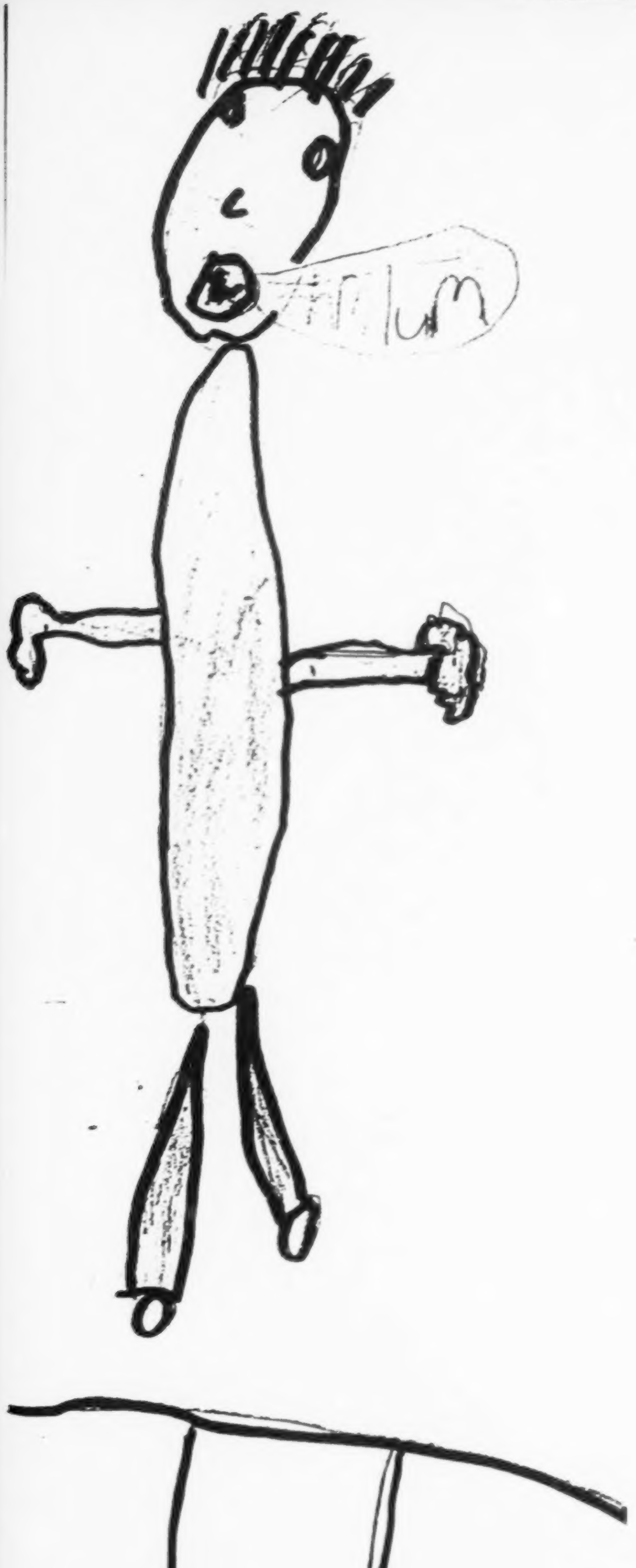
oa ee

fac



eye contact

eye contact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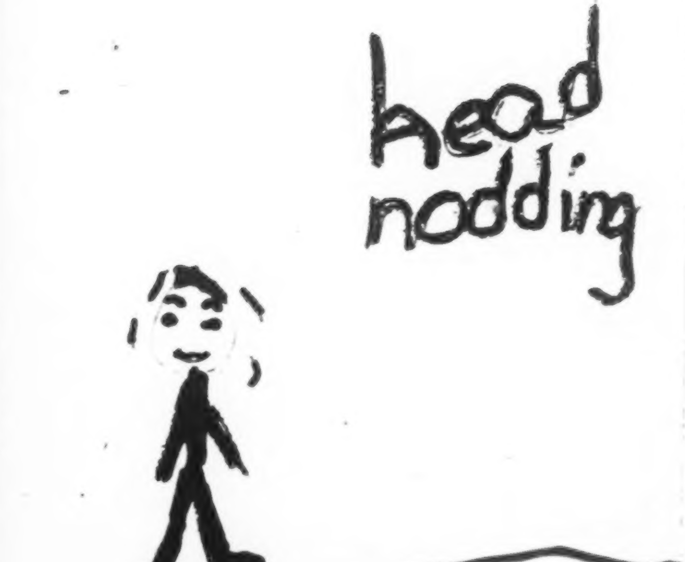
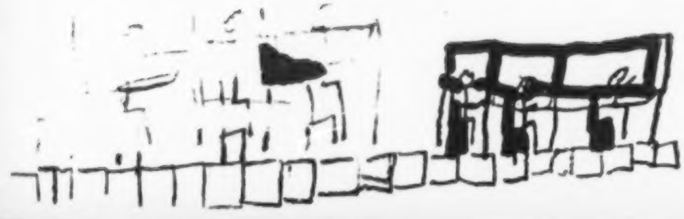

head
nodding

restate

Silence



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